DOCUMENT RESUME

ED 251 097 IR 050 919

TITLE Collection Assessment. SPEC Kit 41.
INSTITUTION Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE Feb 78
NOTE 109p.
PUB TYPE Collected Works - General (020) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Libraries; *Evaluation Criteria; *Evaluation Methods; Guidelines; Higher Education; Institutional Evaluation; *Library Collections; *Research Libraries; Serials; User Satisfaction (Information)

ABSTRACT

This Association of Research Libraries (ARL) kit on collection assessment contains the following documents: (1) "Guidelines for the Evaluation of Library Collections--Draft Copy" (Collection Development Committee, Resource Section, Resources and Technical Services Division, American Library Association); (2) "Guidelines for Collection Assessment" (University of Nebraska); (3) "The Collection Evaluation Program" (Stanford University Libraries); (4) "Evaluation of the Humanities and Social Sciences Collection" (University of Pittsburgh); (5) "Canadiana in the Library" (University of Massachusetts/Amherst); (6) "Subject Strength Survey, Task Force for Interlibrary Cooperation" (Colorado State University); (7) "Evaluation of the Collection in the Humanities and Social Sciences" (Stanford University); (8) "Faculty Evaluation of Library Collections by Function" (University of Washington); (9) "Library Self-Accreditation Report" (Brigham Young University); (10) "Review of Periodicals and Serials Collection" (Florida State University); and (11) "Evaluation of Library Resources Required to Support a Proposed Doctoral Program in Clinical Psychology" (University of California at Davis). (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED251097

FEBRUARY 1978

Collection Assessment

Kit 41

IR 052 919

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maxine Sitts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ASSESSMENT GUIDELINES

ISSN #0160-3582

COLLECTION ASSESSMENT IN ARL LIBRARIES

KIT # 41 - FEBRUARY 1978

TABLE OF CONTENTS

	PAGE
ASSESSMENT GUIDELINES	
Guidelines for the Evaluation of Library Collections - Draft Copy - -- Collection Development Committee, Resources Section, Resources and Technical Services Division, American Library Association	1
Guidelines for Collection Assessment -- University of Nebraska	19
The Collection Evaluation Program -- Stanford University Libraries	28
COLLECTION CENTERED ASSESSMENT	
Evaluation of the University of Pittsburgh's Humanities and Social Sciences Collections	35
Canadiana in the Library -- University of Massachusetts/Amherst	38
Subject Strength Survey, Task Force for Interlibrary Cooperation -- Colorado State	42
Evaluation of the Collection in the Humanities and Social Sciences -- Stanford University	46
USER EVALUATIONS	
Faculty Evaluation of Library Collections by Function -- University of Washington	62
ASSESSMENTS FOR ACCREDITATION	
Library Self-Accreditation Report -- Brigham Young University	64
ASSESSMENT FOR SERIALS CUTBACK	
Review of Periodical and Serials Collection -- Florida State	90
ASSESSMENT FOR NEW GRADUATE PROGRAM	
Evaluation of Library Resources Required to Support a Proposed Doctoral Program in Clinical Psychology -- University of California at Davis	95

COLLECTION DEVELOPMENT COMMITTEE
RESOURCES SECTION, RTSD
RTSD, ALA

GUIDELINES FOR THE EVALUATION OF LIBRARY COLLECTIONS

Draft for Collectior Development

Preconference, June, 1977

Prepared by

Collection Development Committee

Resources Section

Resources and Technical Services Division

American Library Association

001

Table of Contents

		Page
	Foreword	1
1.	Introduction	2
1.1.	Purpose and objectives	2
1.2.	Need	3
1.3.	Scope	4
1.4.	Audience	4
1.5.	Methodology	5
2.	Guidelines	5
2.1.	Statement of principles	5
2.2.	Measures	7
2.2.1.	Checking lists, catalogs, bibliographies	7
2.2.2.	Examining the collection directly	9
2.2.3.	Compiling statistics	10
2.2.4.	Citations from papers of library population	13
2.2.5.	User opinion	14
2.2.6.	Application of standards	15
2.2.7.	Total resources	15
3.	Conclusion	16

002

FOREWORD

A. History and Status

The Collection Development Committee of the Resources Section, Resources and Technical Services Division, American Library Association, was organized to provide a focus in ALA for activities relating to collection development, and in particular to: study the present resources of American libraries and the coordination of collection development programs, develop guidelines for the formation of selection parameters, evaluate and recommend selection tools for collection development, and recommend qualifications and requisite training for selection personnel. In partial response to these charges, the Committee at its New York meeting of July 9, 1974 appointed task forces comprised of committee members and consultants to prepare guidelines for the following collection development activities: allocation of library materials budgets, the formulation of collection development policies, weeding, and the evaluation of library collections. The Guidelines for the Evaluation of Library Collections which follow are in draft stage and are to be discussed at the RTSD/RS Collection Development Preconference on June 14 - 16, 1977 with the goal of producing useful guidelines. Note that all these papers are to serve not as

standards, i.e. criteria of judgment, but rather as guidelines, i.e. suggested levels of performance.

B. Acknowledgement of Authorship

These Guidelines for the Evaluation of Library Collections were prepared by task force members George B. Miller, Jr. and Robert W. Butler with George S. Bonn and Paul Mosher as consultants. The summary of evaluation methods in these Guidelines reflects, to a large extent, those given in the George S. Bonn article, "Evaluation of the Collection," LIBRARY TRENDS, 22 (3), January 1974, pages 265-304; and, to a lesser extent, those given in the F. W. Lancaster book, Measurement and Evaluation of Library Services, Washington, Information Resources Press, 1977. "Evaluation of the Collection" and "Evaluation of Document Delivery Capabilities" are the chapters that were used from that book in manuscript. Both these publications and their extensive lists of references are recommended for further information on collection evaluation. References to more complete discussions are included in the Guidelines only when the measure described is set forth basically in one paper.

1. INTRODUCTION

1.1 Purpose and Objectives.

This document is intended to provide to librarians and others a statement of principles and methods whereby they might be guided in determining the extent to which a library has acquired in its collection the books, journals, or other materials it intended to acquire; in other words, whether the library's collection is fulfilling its purpose.

1.2 Need.

Every library collection is established for a definite purpose. The collection may be developed for research, recreation, community service and development, support of a corporate activity, or a combination of these. In any case, evaluations should be made to determine whether the collection is meeting its objectives, how well it is serving its users, in what ways or areas it is deficient, and what remains to be done to develop the collection. These guidelines are needed to aid in making such an evaluation.

The library administrator should not simply assume that the collection satisfies the research, instructional, developmental or recreational needs of the community of users. Rather, subjectivity of judgment should be reduced as much as possible by use of measurement techniques. Available methods of determining the value of a collection are not completely objective or free of interpretation by the evaluators, nor are they foolproof in their application and outcome. However, procedures are available which can reduce individual interpretation, if that seems advisable. If applied and administered carefully, or if used in combination with each other, the procedures can demonstrate with reasonable assurance how well a collection satisfies the purposes of the library as perceived at any one time.

Techniques of measurement should be standardized when possible so that the results of evaluation of different collections might be comparable. Increasingly, libraries are finding that they cannot

afford to develop their collections in all areas in which they might wish to do so; thus they are considering sharing of resources. If the collection of one library can be shown by reasonable and comparative measurement to be strong in an area or areas, another library or other libraries may decide not to be overly concerned about collecting in that area, perhaps negotiating a cooperative agreement on the use of collections.

1.3 Scope.

These guidelines list various methods to be used in evaluating collections of libraries, indicating the types of library for which each method can be used and advantages and disadvantages of each method. The document is not intended to describe each method in detail, as this has already been done in the literature; it only sets forth a checklist to serve as a guide in considering the most appropriate method(s) of collection evaluation for a specific library or type of library.

1.4 Audience.

These guidelines are intended for library administrators, for collection development officers, for those who adjust collection development (selection) policies as needed to fill in weak areas of the collection, for administrators considering cooperative agreement in the area of collection development, for accreditation boards, or for administrators of the university, corporation, high school, political jurisdiction or other body of which the library is a part.

1.5 Methodology.

Two literature searches were conducted: (1) a computer search of a large number of data bases, and (2) a standard manual search. The result was that the above-cited Bonn paper was determined to be the most valuable published source to date.

Then, drafts were submitted to five successive meetings of the ALA/RTSD/RS Collection Development Committee for revisions.

Later, an unpublished manuscript on evaluation of libraries by F.W. Lancaster was located. It contained a valuable chapter on "Evaluation of the Collection" with references that updated those in the 1974 Bonn paper.

Various selective techniques for the evaluation of collections that were cited in these two sources are included in these guidelines in Section 2.2.1-/.

2. GUIDELINES

2.1 Statement of Principles.

The value or worth of something is measured by determining how well it is satisfying its purpose. Its purpose, therefore, must be clearly agreed upon and set forth before any evaluation of a library's collection can take place.

The goals and purposes of the collection should be stated in a collection development (selection) policy. Since the development of the collection through selecting can be very subjective,

a written policy about what is to be selected or rejected should be developed. Another set of guidelines by the Collection Development Committee sets forth the manner in which such a policy might be formulated and what it should contain. With some evaluative methods the collection development policy should serve as the yardstick against which the evaluative measurements are made, for instance, when evaluating by searching lists which are chosen on the basis of their appropriateness as set forth in the collection policy. Some evaluative procedures might show where the policy needs to be changed, for instance, when evaluating the collection on the basis of what the library clientele are actually requesting or using.

Even with a collection development policy, judgment is still required. Exactly what material a collection should have will not be fully stated, nor will it be clear for each item. Likewise, in evaluation judgment is also involved, more with some techniques than with others which attempt to quantify. However, quantitative methods alone may not be completely satisfactory. The tension between the qualitative and quantitative cannot be fully resolved. The problem is: can the quality of something be measured with a quantitative technique? Yet, if no quantitative procedures are involved in the assessment, there may be no basis of comparability with other libraries, no reliability because of the subjective nature of the method. Quantitative methods are more conducive to standardization and comparability, which allows some basis for rating library collections of a similar type for accreditation purposes, for meeting standards, for deciding on sharing of collections, or simply for knowing how one library stands in relation to other libraries.

The presentation of methods which follows is intended to provide sufficient guidance for the evaluator to choose an appropriate method or combination of methods to suit his or her purpose and to make a reasonably reliable evaluation. Some methods may be used in combination with other methods. Often, it is advisable to use both quantitative and qualitative techniques.

2.2 Measures

2.2.1 Checking lists, catalogs, bibliographies.

With this procedure the evaluator uses lists of titles or works appropriate to the subjects collected or programs of the Library. These lists are then searched in the library files to determine the percentage the library has in its own collection. Presumably a high percentage of items found indicates successful collection development.

Types of lists are:

a. Standard catalogs and basic general lists, such as ALA's basic collections, Books for College Libraries, Choice's Opening Day Collection.

b. Printed catalogs of the holdings of important and specialized libraries.

c. Specialized bibliographies and basic lists.

d. Current lists, such as bestseller lists, books of selected publishers, annual subject compilations.

e. Lists of reference works.

f. Lists of periodicals.

g. Authorized lists prepared by governmental authorities or professional associations.

009

h. Ad hoc lists compiled for a specific library or type of library or for purposes of matching a certain objective.

i. Citations contained in publications, such as footnotes, bibliographies, references.

j. Lists of most frequently cited journals.

k. Lists, usually in up-to-date journals, of evaluated publications at the forefront of current research.

The type of list used to check the collection depends on the type of collection being checked. A "basic" collection in an undergraduate library may be checked against "standard" lists developed for this type of collection. The list must match the objectives and type of collection a library has.

Any library should be able to find listings of an appropriate kind to use in evaluating its collection, or a list could be prepared for just that library.

ADVANTAGES

a. A variety of published lists is available: comprehensive, specialized, general, popular or research.

b. Many available lists are backed by the authority and competence of expert librarians or subject specialists.

c. Lists of current materials are generally available since many lists are updated regularly.

d. Lists can be compiled according to the needs of an individual library or type of libraries.

e. The procedure of searching lists is easy to apply.

DISADVANTAGES

a. Available lists may have been used previously as buying guides by the library being evaluated.

b. Lists representing the viewpoint of one individual or group may not represent the subject well.

c. Lists even in appropriate subjects may not reflect the interests or purposes of a library.

d. Many lists are not revised and become out of date.

e. Lists may not be as representative of the library's subjects or purposes as its holdings are.

f. In some areas lists may be hard to find or compile.

2.2.2 Examining the collection directly.

By this procedure someone, presumably a person familiar with the literature of a subject(s), physically looks over the materials on the shelf. The examination may reveal size, scope, depth and significance of the collection, recency of material and physical condition.

ADVANTAGES

a. This method can be accomplished quickly.

b. Strengths and weaknesses of the collection can be evaluated rapidly.

c. The method can be applied to any library collection.

d. Cooperative collecting policies can be developed by evaluating strong and weak collection areas of participating libraries.

DISADVANTAGES

a. Persons knowledgeable in a subject and its literature are required, and they may be difficult to locate.

b. This method is impressionistic and does not follow scientific, quantitative methods.

2.2.3 Compiling statistics.

By this method statistics of various kinds are collected:

a. Size -number of volumes or titles in the library

-number of periodical subscriptions

-measurement of shelflist

-number of volumes by date of publication

b. Volumes added in a period of time

-measurement of additions to shelflist

-relationship to circulation statistics

-all measurements preferably by subject or class

c. Expenditures for library materials

-new books

-periodicals

-annual or longer time-period

-by subject classes

-percentage of total library budget

-amount per user or class of user.

d. Formulae

-Clapp-Jordan: for academic research libraries; measures core collection, volumes per student, per faculty, per graduate field, per undergraduate honors program.[1]

---

[1]Verner W. Clapp, and Robert T. Jordan, "Quantitative Criteria for Adequacy of Academic Library Collections", College and Research Libraries, 26(5):371-380 (Sept. 1965.)

-Cartter "library resources index": for research libraries; measures total volumes, volumes added annually, number of current periodicals.[2]

-Beasley formula: for potential public library service: measures resources, population, circulation, research capability.[3]

-Voigt formula: for university libraries; provides a method for determining an adequate acquisition rate of current materials for a university, acquisition rate for graduate fields, for undergraduate students, for research programs as affected by access to other research libraries.[4]

e. Circulation statistics

-for different classes of users

-for different subject classes of books

---

[2] Alan M. Cartter, An Assessment of Quality in Graduate Education (Wash., D.C.: American Council on Education, 1966), p. 114-115.

[3] Kenneth E. Beasley, "A Theoretical Framework for Public Library Measurement," in Research Methods in Librarianship: Measurement and Evaluation, ed. by Herbert Goldhor (Urbana, Ill.: University of Illinois Graduate School of the Library Sciences, 1968), p. 2-14.

[4] Melvin J. Voigt, "Acquisition Rates in University Libraries," College and Research Libraries, 36(4): 263-271 (July 1975).

-by date of material

-by type of format of material

-at different times of the year

-compared with acquisition statistics, preferably by subject or class.

f. Unfilled requests and filled requests

-by subject class

-books

-journals

-by form of material

-compared with acquisition statistics, preferably in subject or class.

g. Interlibrary loan requests: how many requests from a library's clientele must go outside?

-by subject class

-by different classes of users

-by form of material

Consider cooperative arrangements.

h. Optimum size: core collection of books or journals most likely to be used.

-Journal use statistics and Bradford-Zipf distribution.[5]

-circulation records of books

---

[5]B.C. Brookes, "The Derivation and Application of the Bradford-Zipf Distribution," Journal of Documentation, 24(4): 247-265, Dec. 1968.

ADVANTAGES

a. Some records of statistics may be easily kept.

b. If proper records have been kept, they are easily available.

c. If clearly defined, they may be widely understood and comparable.

d. Formulae take into account multiple factors affecting collection size or growth.

e. Circulation statistics, requests filled and unfilled and interlibrary loan requests relate directly to the collection's users.

DISADVANTAGES

a. Statistics may be recorded improperly.

b. Clear definititions of units may be lacking.

c. Statistical records may not be comparable.

d. Significance of statistics may be difficult to interpret.

e. Involved formulae may not be applied consistently and comparably, e.g., in supplying figures and weighting.

2.2.4 Citations from papers of library users

This method is most useful for university, special, or other libraries with clearly identified groups of users. It consists of determining the holdings of items cited in footnotes or bibliographies or references of papers or articles or books written by faculty or research staff or others writing in areas covered by the library's collection. It is assumed that the writer has found it necessary or desirable to use sources outside the library which intends to serve him.

ADVANTAGES

a. Lists are easy to come by.

b. They are tailor-made by the library clientele.

c. The procedure can be easily applied.

d. The method relates directly to the interest of the users.

e. The lists will apply to peripherally related materials of the general collection required by scholars.

f. The procedure allows for changing interests.

DISADVANTAGES

a. The author may have limited himself to use of the library being evaluated.

b. The citations may relate to a limited area of the collection.

c. Some peripheral areas may be out of scope.

d. The method is limited to a user group which writes papers.

2.2.5 User opinions.

This procedure requires a survey of users or user groups, obtaining verbal or written responses in interviews or questionnaires or both.

ADVANTAGES

a. It relates directly to the needs of users, and thus to the goals or objectives of the library.

b. It reflects changing interests and trends.

c. It can be done for most types of clientele.

DISADVANTAGES

a. This method requires active solicitation of opinions.

b. Users are often subjective, inconsistent and passive.

c. User interest may be focussed more narrowly than collection development policies.

2.2.6 Application of standards.

This procedure can be used by those types of libraries for which standards have been developed. Standards are available for most types of libraries.

ADVANTAGES

a. For the appropriate type of library the standard will generally relate closely to the library goals.

b. Standards are generally widely accepted and authoritative.

c. They may be promulgated and used for evaluation by accrediting agencies.

d. They may be very persuasive in engendering library support.

DISADVANTAGES

a. Many are generally stated and difficult to apply.

b. They may require a high degree of professional knowledge and judgment.

c. Knowledgeable people may disagree in application or results.

d. Minimum standards may be regarded as maximum standards.

2.2.7 Total Resources.

Increasingly libraries are becoming interdependent. One library cannot meet all the needs of all its users. Therefore, cooperative systems have developed wherein the use of other libraries may not indicate a collection development problem, but rather an intended result of cooperation and sharing of resources. If the cooperative

system fills all requests on a timely basis, regardless of where in the system the material came from, its purpose is accomplished.

Statistical methods have been developed for surveys done measuring a library's capability of supplying documents. A measure of document delivery capability should consider the varying delivery speed of items available on the shelf or obtained from elsewhere. A library's capability to deliver documents to other libraries as well as its immediate users might be considered.

ADVANTAGES of the document delivery tests

a. These tests are not subject to user inconsistency or subjectivity.
b. They are based on objective statistical data.
c. They can generally be carried out without interrupting normal routines.
d. The measure can be easily understood.
e. Measures taken in different libraries can be compared.

DISADVANTAGES

a. The test procedures may not fit all libraries equally.
b. Conditions in a library may invalidate test assumptions.
c. Test samples may not be typical of overall document delivery.

3. CONCLUSION

In any evaluation of a library collection a combination of these procedures may be used, the one complementing or verifying the other. Some tend to be quantitative, some qualitative, both together possibly producing a reasonable, reliable result.

GUIDELINES FOR COLLECTION ASSESSMENT

The guidelines for collection assessment are intended to aid us in describing where the collections stand, where we are. What is presented here is not an acquisition policy statement, although the results of an assessment could suggest directions for a future acquisition policy. We have tried to be practical in giving broad guidlines. Details for any particular segment of the collection will have to be worked out by persons familiar with the subject matter and the related bibliographic apparatus.

Phase I. Describe the nature of the academic department's programs and determine the level at which the current programs are active. If there are plans to raise or lower the level of the programs in the near future, so indicate. The level of programs activity should be stated as one of the following:

1. General interest in the subject
2. Undergraduate courses
3. Master degree program
4. Doctoral degree program
5. Intensive faculty research

Particular parts of an academic department's program may be determined to be on level four (see above) and other parts on level two. All pertinent information will be useful in determining the level at which the teaching and research programs are active. Useful information includes the number of courses (100-200 and 300-400), the number of student hours enrolled, the number of undergraduate majors, the number of masters and doctoral candidates, and the number of faculty engaged in active

research. It will be helpful to know if a UNL program is nationally recognized and/or if it is a current "area of excellence."

Phase II. Relate the teaching and research programs (or segments) to the Library of Congress and Dewey classification schedules. Identify the classes of primary interest to the program, for instance Psychology: BF; 130-139, 150-159. Identify secondary and/or collatoral interests, such as Medicine: R, RC; 613-14, 616. Identify general areas of interest, such as Social Sciences: CT, H; 300, 302, 319, 920-929. Each of these segments will be analyzed separately. Duplication of effort can be avoided by using an already existing analysis of subject areas of primary interest to another discipline, for example, Medicine.

Phase III. Analyze the holdings in each of the segments of the classification.

a. Quantitative measurement. Measure the shelf list in each classification segment to obtain a rough volume count. Check the listing in Ulrich's (or equivalent) against library's holdings to obtain a percentage figure. Estimate the numbers of microform or other non-book holdings to furnish a basis of comparison to be done later.

b. Qualitative measurement. Select basic bibliographies to be used as check lists. Use Winchell and similar guides to aid in the identification and selection. Teaching and research faculty members may be helpful in the selection process. Check the basic bibliographies against the library's holdings records, choosing the best sampling techniques for each segment of the of the classification.

Phase IV. Evaluate the analysis of holdings in relation to the level of

the program activity to be supported. (See Phase I) Assemble the collected data to indicate a gap, if any, in a particular program's support.

Phase V. Describe the nature of the support gap. Indicate the amount of funds needed to close the gap. For monograph material estimate the percentage of in-print and out-of-print titles, and with assistance from the Acquisition Department use a current estimate average unit price to arrive at totals for each category. For periodicals indicate the number of new titles to be added and the volume of backfiles to be acquired. For non-book material indicate the format and the equipment needed to reproduce the image for library use.

Phase VI. Propose concrete plans to close gaps in parts of the collection, based on the collected data and your evaluation of it. Indicate the period of time over which the gap will be closed. And at what cost for library materials. With the assistance of Technical Service personnel, indicate the amount of staff time required to acquire and process the materials.

Eugene M. Johnson
Kay Womack

REPORT ON COLLECTION EVALUATION TO DATE

HISTORY

I. Total student credit hours produced-First Semester 1975 - 76

TOTAL	TOTAL LOWER LEVEL	TOTAL UPPER LEVEL	TOTAL GRAD/PRO
7,864	5,738	1,708	400

II. Course statistics-First Semester 1975 - 76

A. Undergraduate

Students	Majors
2,510	242

B. Graduate

Students	Majors
128	95

C. Total

Students	Majors
2,638	337

III. Graduate College statistics

A. Enrollment-First Semester 1975 - 76

64

B. Degrees awarded First and Second Semester 1975 - 76

Masters	Ph. D's
4	3

IV. Undergraduate, Graduate, Undergraduate/Graduate courses listed in 1974 - 76 College of Arts and Sciences Bulletin

A. Courses listed in Bulletin

Undergraduate	Graduate	Undergraduate/Graduate
55	41	19

B. New courses since publication of the 1974 - 76 College of Arts and Sciences Bulletin

Undergraduate	Undergraduate/Graduate
5	2

V. Library of Congress classification of primary interest to the program

C - Auxiliary Sciences of history
D - History: General and Old World
E-F - History: America
U - Military Science
V - Naval Science

VI. Library of Congress classification of secondary interest to the program

GV - Sports
HD-HF - Economics
HM - Sociology
JC - Politics
JX - Foreign Relations
K - Law
R - Medicine
All International Studies areas

VII. Quantitative measure of shelf catalog (100 cards per inch)

C	-	2,521
D	-	41,126
E-F	-	33,692
U	-	1,346
V	-	532
355	-	550
358.4	-	42
359	-	36
900-910	-	1,700
913	-	1,250
920-928	-	3,200
929	-	300
930-969, 994	-	15,400
970-980	-	7,500

VIII. Publishing data - 1975 (excluding paperbacks)

A. United States

TOTAL NO. OF VOLUMES	TOTAL PRICE	AVERAGE PRICE
1,493	$23,671.49	$15.85

B. Foreign (Figures were taken from specific bibliographical tools for each of five countries)

COUNTRY	NO. OF TITLES	PRICE	AVERAGE PRICE
Germany	264	$7,024	$26.61
France	336	3,626	10.79
Spain	137	815	5.95
Italy	925	3,822	4.13
Russia	89	394	4.43
TOTAL	1,751	$15,682	

IX. Blanket Order plan support

A. Baker and Taylor (Approximate figures from July 1975 to date)

No. of Titles	Price
346	$4,388.88

B. Blackwell (Approximate figures from January 1975 to date)

No. of Titles	Price
226	£1,456.67

(The Blackwell figure includes many items of interdisciplinary nature such as political history, economic history, foreign relations, etc.)

A careful analysis of the material we are receiving on both plans has yet to be made. More specific information will be available at a later date. It is my general observation that much of the material we are receiving is good. However, we are also receiving many biographical items, such as letters, reminiscences, diaries, etc. and titles of local history interest that we would not have selected. Also we are not receiving some items that we should definitely be adding to our collection. For details see general introduction.

Out of context, the number of titles and the total amount being spent for these titles may seem high, but in relation the total to output, desiderata needs, and amounts received by comparable areas the percentage is low.

BEST COPY

X. Preliminary collection evaluation

A. Periodicals
Indexes checked to date are:

1. Historical Abstracts

Total number of periodical cited	2,064
In Library	836
Not in Library	1,228

2. America: History and Life

Total number cited in V. 1-5	789
In Library	529
Not in Library	260

3. Social Science Citation Index

Total History periodicals cited	68
In Library	58
Not in Library	10

A careful survey needs to be made of the titles cited in the above indexes but not in the library.

B. Monographs
Bibliographies partially checked against library holdings are:

Books for College Libraries, Vol. III. A Project of the Association of College Libraries, 2nd ed. Chicago, American Library Association, 1975.

Freidel, Frank Burt, Harvard Guide to American History, rev. ed., Cambridge, Mass. Bellnap Press of Harvard University Press, 1974. 2 V.

Coakley, Robert W., The War of the American Revolution . . . Washington, D.C., Center for Military History, U. S. Army, 1975. Bicentennial Publication.

At the present time, I am concentrating on an in-depth collection evaluation of the Civil War, 1860-65. Checking of some specific bibliographies has been completed and some is in process. Those completed and a quantitative count are noted below.

BEST COPY

Books for College Libraries, vol. III. A Project of the Association of College Libraries, 2nd ed. Chicago, American Library Association, 1975. (Section on Civil War, pp. 263-272)

In Library	Not in Library
199 items	7 items

Donald, David, The Nation in Crisis, 1861-1877. New York, Appleton-Century Crofts, 1969. (Goldentree bibliographies in American History)

In Library	Not in Library
790 items	243 items

U.S. Library of Congress. General Reference and Bibliography Division. American Civil War: a selected reading list. Complied by Donald H. Mugridge. Washington, D.C., 1960.

In Library	Not in Library
230 items	26 items

This is simply a quantitative count. An analysis of the categories of materials and a qualitative analysis have yet to be made.

The following volumes in process of being checked against the card catalog:

Nevins, Allen, Civil War Books, A Critical Bibliography. ed. by Allen Nevins, James I. Robertson, Jr. and Bell I. Wiley. Baton Rouge, Louisiana State University Press, 1967. 2 V.

Some periodical checking has been completed. Additional bibliographies, newspaper holdings, microform holdings and documents remain to be evaluated.

C. Desiderata

1. In April 1975, the amount given for History was $130,000. An additional $9,000 should have been added making a total of $139,000.

2. In the Arts and Sciences Foreign Language Survey indicating foreign language needs by department, $38,000 was estimated for "catch-up" and $10,000 annually for "keep-up".

BEST COPY

XI. Additional comments

An in-depth study and evaluation of all areas of history will not be possible to complete by July 1, 1976. Much preliminary work has been accomplished or is in process. After final quantitative and qualitative evaluation is completed in all subject areas of history, discussion with each faculty member of the Department is planned.

It is obvious, however, from the assessment made to date, that a large number of the many subject areas covered by History need additional support to build up and maintain library holdings (monographs, periodicals, microforms) in English and in foreign languages. Continued evaluation will pin point the especially critical area.

Factors to substantiate the above statement are as follows:

1. New courses covering broad subject areas such as History of Science, History of Sports and History of Women, and changes in some courses must be considered.

2. Publishing data indicated the large number of titles being printed each year in the field and the high cost of purchase both on the United States and foreign book markets.

3. The large desiderata file and the need for foreign languages items as reported in the Arts and Sciences Foreign Languages Survey give further evidence of collection needs.

4. Each year, in addition to books, periodicals and microforms, new and expensive reference and bibliographic tools are being published and many should be acquired.

5. The demise of the Undergraduate Library also has an important bearing on the total picture. The undergraduate program is of utmost importance and is one that must be supported by library funding. Many departments concentrate on purchasing for faculty and graduate research programs but seem to slight the undergraduate program.

In conclusion, increased funding is vital to building and maintaining a strong and viable library collection for faculty, graduates, undergraduates and other interested in research in the field of history.

MARY DOAK

BEST COPY

STANFORD UNIVERSITY LIBRARIES

THE COLLECTION EVALUATION PROGRAM

September 16, 1977

A series of collection evaluations has been carried out at Stanford during the last year and a half, and will be continued during the next few years in order to gain a fairly systematic picture of

BEST COPY

the quality - that is the research and teaching adequacy - of the collections. Funded by a portion of special endowment revenues, the evaluations are intended: 1) to provide us with means for our bibliographers to learn and to know better their own portions of the multi-million volume research collections, 2) to establish useful bases for the revision of Stanford's Collection Development Policy Statement, 3) to provide data for us to use in coordinating some aspects of our selection process with the University of California at Berkeley, 4) to provide information on which to build deliberate and shaped plans and specific recommendations for the enlargement and improvement of our library collections, and to do so in the most useful and efficient way, and with the greatest economy, 5) to add support to our book budget requests, 6) to make possible the most productive expenditure of library resources.

The program is tiered in a manner similar to that developed by Webb at Colorado. The need for evaluation is sometimes suggested by responses to brief questionnaires used by the Collection Development staff when interviewing faculty in their fields of specialty (see Appendix). The faculty are asked to evaluate impressionistically the adequacy of the library collection in their own fields for teaching and research. Other times, evaluations are undertaken as part of a systematic effort to sample collection effectiveness in large subject fields within the library's collections, especially where oral tradition or complaint suggest problems.

Normally, a sampling is first searched, with a statistically significant number of titles in each of a number of subfields. For example, to evaluate the collections in early modern French history, we searched 165 titles from Robert Mandrou's, Introduction à la France Moderne, divided into categories

BEST COPY

such as Humanism, Philosophy, History of Science, Religious Life, Art and Artists, Political and Social Theory, Popular Life, etc. When, by consulting the academic program needs and Collection Development Policy statement levels, we have found that holdings are substantially lower than programs warrant, we mount more thorough searches and develop both current and retrospective acquisitions campaigns to rectify the inadequacies discovered.

In other instances, such as the Sciences or "hard" Social Sciences, evaluative techniques are specially developed or borrowed from the literature to provide information about specific problems of collection availability or quality.

Evaluations have been completed or are under way in over twenty-two different subjects in the Humanities and Social Sciences, and effort in the Sciences is planned. Graduate students who have completed their comprehensive examinations in the field of study being evaluated are normally used to conduct the evaluations and, as I have said above, we have found it useful to provide some orientation and training for them. These graduate student bibliographers are paid three dollars an hour at current rates, and an average sampling evaluation on the Coale or Webb model takes from 100 to 200 hours, at a cost of 300 to 600 dollars. I would agree with Webb that the benefits have far outweighed the costs. Each graduate student is supervised by a library subject specialist in the area being evaluated. The subject specialist, the department faculty and, in many cases, the graduate student, join in evaluating and selecting bibliographies for searching, keeping in mind the goals and scope of the academic program, the mission of the library collection and the Collection Development Policy statement parameters. The choice of bibliographies or

other tools used for evaluation is a crucial one.

Four basic survey techniques for evaluation have thus far been used, each having a rather different goal:

1) A check of a sampling chosen from one or more accepted important subject bibliographies.

2) A check of one or more monographic or journal article bibliographies of works on the cutting edge of research in a discipline or subject.

3) A careful search of all titles in a significant subject bibliography in areas where weakness was revealed by methods one or two above.

4) For initial surveys in Antrhopology and Economics, checks of basic lists of most-used and valuable titles to determine collection adequacy for graduate instruction, and the availability of basic materials.

Whenever possible, methods one, two, or three will also involve checking holdings at the University of California, Berkeley, using their records, to provide comparable data, and to take advantage of the Berkeley-Stanford Research Library Program cooperation. If Berkeley has an item we may well decide not to purchase it; if it is an expensive item, a journal or a series, the two libraries may agree on a single location or share the purchase.

Each evaluation must result in a formal report, submitted through the supervising subject specialist to the Assistant Director for Collection Development. The report is normally divided into two sections, the first consists of evaluative information and a description of the evaluation process, and the second part contains the data: at Stanford this usually tells us - as a minimum - by subfield and total, 1) the number of titles checked, 2) the number and percentage at both Stanford and Berkeley, 3) the number and percentage at Stanford only, 4) at Berkeley only, and

5) at neither. Other types of data relevant to the goals of the particular evaluation may also be added. The introductory data includes: 1) the nature and goal of the evaluation, 2) the source, 3) the sampling used, 4) problems encountered (including unusual patterns of difficulty in finding the titles and materials found while searching which may suggest a different result than the data would imply), 5) general comments about the collections, 6) a list of specific areas of unusual strength or weakness, and finally - and the importance of this part of an evaluation cannot be overemphasized - 7) a plan or campaign of action to develop and build collections in areas of undesirable weakness (areas the Collection Development Policy indicates should be stronger than the findings indicate that they are). Often a list of desiderata, ranked in importance is included, but this is usually an appendix rather than the substance of the plan for improvement. Normally the subject specialist, and perhaps faculty, will be involved in preparing this section of the report.

We always prepare a summary of each report. Gathered together and arranged, the summaries are used with administrators, for reporting on the progress of the program, etc. The summaries normally include: 1) the evaluation title, 2) the departments or fields which the evaluation covers or touches, 3) a note about the sampling, 4) a summary of findings including areas of special strength or weakness, and 5) a brief conclusion including action to be taken.

We have found that areas requiring particular care in planning collection evaluations are the selection of fields for evaluation (based upon faculty recommendation or suspicion of areas of weakness), the selection of bibliographies and other evaluative tools, the plan of the search, the selection of able, careful and precise searchers, and the preparation of

reports of quality and accuracy containing standardized, consistent and program-related information and data. Reports presenting the perceptions and judgements of a trained graduate student with faculty and subject specialist contributions, as well as standardized statistical data representing the library's holdings, have proved as useful to us as data concerning specific items held or not held.

As a result of its collection evaluation program, Stanford expects to share in the following benefits:

1) To gain a more accurate understanding of the scope, depth, and utility of collections.

2) As a guide and basis for collection planning.

3) As an aid to the preparation of a Collection Development Policy.

4) To measure the effectiveness of a Collection Development Policy.

5) To ascertain collection adequacy or quality.

6) To rectify inadequacies in, and improve, library holdings.

7) To focus human and monetary resources on collection areas most needing attention.

8) To demonstrate the need for book budget increases.

9) To show administrators that something <u>is</u> being done to change the "bottomless pit" image of library acquisitions budgets.

An on-going, consistent and well-thought-out campaign of collection evaluation can be carried out over a number of years as need, time, and resources dictate, and can assist the library to obtain and maintain the excellent and responsibe collection which is its goal. A sound collection evaluation program interacts with the Collection Development Policy, with the allocation of funds in support of collection development, and with the pruning of collections informing the principal and most useful constituents of any library's Collection Development Program.

APPENDIX

Date:_____

COLLECTION DEVELOPMENT IMPRESSION

Name:_____

Dept:_____

Collection Specialty:_____

1. Collection strength for department level work:

_____1. Basic undergraduate

_____2. Undergraduate honors

_____3. Graduate instruction

_____4. Graduate research

_____5. Professorial research

2. The strength of the collection in supporting one's own research:

_____1. Basic information; a marginal collection

_____2. Adequate for reference; provides most current materials and coverage of most significant hsitorical aspects

_____3. Satisfactory for basic independent research

_____4. Contains most materials needed for independent research

PHM:ba

COLLECTION CENTERED ASSESSMENT

EVALUATION OF THE UNIVERSITY OF PITTSBURGH'S HUMANITIES AND SOCIAL SCIENCE COLLECTIONS WITH THE EXCEPTION OF THE PROFESSIONAL SCHOOLS, FINE ARTS, AND MUSIC.

PITTSBURGH

I. Purpose of Survey:

A. To acquire basic information about the collection to be used in developing an Acquisitions Policy.

B. To acquire basic information needed to support budget requests.

C. To provide for ourselves a coherent look at the whole collection which we usually examine only in pieces relating to particular problems.

D. To use the information gathered to answer faculty questions and criticisms.

E. To encourage the bibliographers to work together in planning and executing a project.

II. History:

In January 1970 the first step taken was a literature search, the results of which were that while a few large libraries have tried this type of thing none have done it in a way which would meet all of our needs. Three general techniques were evident: 1) survey of faculty opinion; 2) evaluation by outside experts; 3) in-house comparison to published bibliographies. While all of these are useful I did not feel that any one of them would serve all of our purposes.

In February and March 1970 a questionnaire was designed similar to one used at Columbia and sent out to faculty and graduate assistants. The information sought was the individuals opinion of the level of the library collection and the desirable level in his field.

While the returns received in April were disappointingly few they were interesting in that they, in some cases, reinforced our own opinions about the collection and in others brought up new areas of concern.

In June a meeting of the Bibliographers was held to discuss what a collections survey would entail if each bibliographer were to do the areas under their jurisdiction with whatever part-time and clerical assistance we could subvert from other things.

In July and August we met again to discuss methodology, progress, and problems. We decided to aim for a preliminary report in September.

III. Methodology:

A. We wanted to, as far as possible, use techniques which would:

1. be applicable to all the areas under study to achieve continuity

so that it would in fact be a study of the whole collection and not many studies of its various parts.

2. be objective in results yet which would allow recognition of the differences inherent in the subjects involved.

3. provide results which would be of practical use in meeting the purposes of the survey.

4. take full advantage of the expertise of the individuals involved.

B. To do this we concentrated on three points:

1. Quantitative - How much material do we have for how many people?

   a. breaking down LC classification summaries and in some cases the schedules themselves into useful units and measuring the shelflist.

   b. examining current subscriptions and breaking into subjects.

   c. examining the registrars reports for Fall and Winter 69/70 for number of courses taught and number of students at various levels.

2. Qualitative - What level of study can it support?

   a. sampling of general and subject bibliographies.

   b. outside expertise - used in one area only to date; Political Science collection examined by Erwin Welsch of the University of Wisconsin.

   c. estimation of level from experience.

3. Relation of collection to curriculum and expressed research needs.

   a. faculty questionnaire.

   b. use of previous reports and surveys.

   c. discussions with faculty.

   d. examination of Pitt catalogs.

IV. Comments:

The willingness of the bibliographers to undertake such an extensive project deserves special commendation. They have not only had to carry out most of the work to date with little clerical assistance but have worked together to establish methods and solve problems. I think it bodes well

for future work in collections development.

The operative word for this report is indeed preliminary. The frustrations felt by everyone involved when faced with the inadequacies of our control over serials and series information by subject were extreme and probably reflects an even greater frustration of our users. For example the information on periodicals included in the report is for most subjects current subscriptions only because of the lack of an up-to-date, complete, periodicals list. Even when we get such a list it will still not indicate subject and will have to be examined item by item. No information on series is included yet because the new series printout to include G & E, Standing Orders, and Continuations is not complete. No supplementary information on uncataloged material such as documents, uncataloged microfilm or Special Collections is included yet because of lack of time. The sampling of bibliographies has been minimal to date because of lack of assistance. Even such seemingly simple tasks as breaking down the LC schedules into meaningful groups has proven extremely difficult especially in some social science areas where the curriculum approach bears no resemblance to the LC approach to the field.

In spite of its limitations this preliminary report does give us some idea of strengths and weaknesses; some of which confirm what we thought we knew and some of which are new to us. It does give us something concrete to work with in developing plans in conjunction with the faculty.

BEST COPY

UNIVERSITY OF MASSACHUSETTS MASSACHUSETTS
AMHERST

MEMORANDUM

FROM Siegfried Feller, Chief Bibliographer DATE April 15, 1977

TO E. Jefferson Murphy, Five College Coordinator

SUBJECT CANADIANA IN THE LIBRARY, U MASS/AMHERST

In response to your inquiry, I have gathered some data which I hope will be useful to a reviewer who wishes to evaluate our library holdings in Canadian subjects. Since the time available was short, the appended information is only a sampling, rather than a comprehensive presentation. However, I feel certain that the reviewers will be able to draw appropriate inferences from the information we are able to supply.

For at least as long as I have been here, we have counted it as a library responsibility to expend some time and funds to acquire published materials from and about Canada. We have put more emphasis on the Maritimes, Québec and Ontario than on other regions, because of our proximity and historical relationships, but we have sought representative publications from other areas as well. Special efforts are made to obtain scholarly publications from Canada whenever these relate to our teaching and research programs.

During the past three fiscal years, we have spent almost $9700 for books emphasizing Canadian subjects; we cannot tell how many dollars were spent for materials published in Canada. We can provide close estimates of the cost of periodical and serial renewals for subjects such as anthropology or social work, but not by geographic area. We have also been designated as a selective depository of publications of the Canadian government & many of its agencies; selections are made from their daily checklists, & these are sent to us without charge.

The consensus among our informed staff is that we have a moderately good collection of Canadiana in our library. We have most of the standard reference works (such as the latest edition of Encyclopedia Canadiana) and a number of important research sets (such as the 36-vol. compilation, Canada and Canadian Boundary, from the British Parliamentary Papers of 1800 to 1925).

Apart from whatever inferences may be derived from the appendices, we have the evidence of our holdings compared against various listings. For example, in 4 course bibliographies received from Professor L. G. Thomas (visiting prof. in 1974/75, from Univ. of Alberta, Edmonton), we found that over 90°/o of about 350 items recommended for "Canada to Confederation" and "Canada Since Confederation" were in our Library. For the 2 courses on the Canadian West, we had about 80°/o of the 300 or so titles recommended.

Attached are the following Appendices:

A: Statistical Estimates of Titles & Volumes Held in Selected Subject Classifications

B: Selective List of Current and Inactive Periodicals and Serials (UMass + other Valley Institutions)

038

BEST COPY

C: Selective List of Current Periodicals & Serials

D: Subject Headings, French Canadian (only)

Explanatory notes accompany the appendices, & I hope that in my haste to complete this project, I have not sacrificed accuracy or clarity. If any questions arise, don't hesitate to call me.

Siegfried

Appendix A : Statical Estimates of Titles & Volumes Held in Selected Subject Classifications

NOTE: Figures are based on measurements of catalog cards in the library's official inventory (shelf-list) or the public card catalog, as noted. Shelf-list totals are complementary, but those from the public card catalog overlap one another, as well as overlapping the shelf-list.

(Shelf-List Estimates)

LC class	Subject	titles	volumes
F1001-1170	History, etc.	1500	2750
G1105-1119	Geography		
JL 1-559	Politics, etc.	250	450
PQ 3900-3919	Canadian-French Lit	200	380
PR 9100-9299	Canadian-English Lit	270	480

(Public Card Catalog Estimates)

Subject headings, Canada through Les Canadiens	2300	4150
Author/Title Headings:		
Canada....	2100	3750
Canadian....	1280	2300

- - - - -

As indicated, these data are samplings rather than extensive or comprehensive. We also have extensive holdings of publications from or about Canada in the physical & natural sciences (especially geology, & including a moderately good collection of uncataloged maps), and in such other subjects as anthropology, business & economics, criminology, education, visual and performing arts, urban & regional planning, etc.

Although less fruitful than Canada (etc.), other subject headings provide many additional titles; e.g., names of provinces or larger cities. In connection with another inquiry of several years ago, one of our bibliographers found in our public card catalog 190 headings & subheadings relating to French Canada alone (see Appendix D); while many of these are simply refinements of a general heading, their existence provides indirect evidence of our range of holdings.

The author/title entries repeat, in part, items to be found under similar subject headings, but in addition these provide citations for titles published by Canadian agencies where Canada is not the primary subject heading (e.g., provincial matters, or international events, or "Geology - Canada" (when Canada is a secondary subdivision).

It is also worth remembering that much important Canadiana is to be found in writings of wider scope, which might treat North America, or the British Commonwealth.

BEST COPY

Appendix B: Selective List of Current and Inactive Periodicals and Serials

Note: Attached pages are a sampling from the latest published edition of the Pioneer Valley Union List of Serials (July 1975) which shows active and inactive titles held at various locations by the University of Massachusetts and associated institutions, regardless of subject.

pages i-x: Title page of the PVUL followed by explanation of location codes, holdings statements, etc.
p.146: 5 title entries, beginning with British Columbia.
pp.167-174: 293 title entries beginning with Canada through Canadiana; note that the number of copies within the group of institutions for these titles totals 428.
p.580: 20 title entries, beginning with Ontario.
p.588: 13 title entries, beginning with Ottawa.
p.637: 20 title entries, beginning with Québec.
pp.740-1: 26 title entries, beginning with Toronto.

BEST COPY

CANADIANA IN THE LIBRARY, UNIV. OF MASS./AMHERST

Appendix C: Selective List of Current Periodicals and Serials

Note: Subjects included are history and civilization, politics and government, anthropology and geography, economics, and some general reference serials. Not included are titles beginning with Canada, etc. (because shown in Appendix B) and such subjects as fine arts, literature, business, education, psychology, and the sciences, although these are also well-represented in the U/Mass Library.

L'Action nationale. v. 63, 1973+
Anthropologia (St. Paul Univ.). v.1, 1955/56+
Anthropological journal of Canada. v.1, 1963+
Antigonish review. v.1, 1970+
Archaeological survey of Canada; research report. v.1, 1971+
Les Archives de folklore. v.1, 1946+
Association of Canadian Map Libraries. Proceedings of the annual conference. v.1, 1967+
Atlantic Provinces checklist. v.2, 1958+
Atlantic provinces studies. v.1+
Bank of Canada, Ottawa. Staff research studies. v.1+
The Beaver; a magazine of the North. 290, 1972+
Behind the headlines. v. 21, 1961/62+
Bibliographie du Québec. 1972+
Books in Canada. v.1, 1972+
Cahiers de géographie de Québec. v.11, 1967+
Carleton University , Ottawa. Institute of Canadian Studies. The Carleton Library. (volumes cataloged individually)
Champlain Society, Toronto. Publications. v.1, 1907+
Champlain Society, Toronto. Publications. Ontario series. v.1, 1957+
Civil service review. v.38, 1965+
Collection nordicana (Continues Quebec (City). Université Laval. Centre d'études nordiques. Travaux divers.) v.30+
Contributions to anthropology. (v. I)-. Ottawa, 1960+
Corporate Management Tax Conference. 1973+
Corpus almanac of canada. 1974+
Dalhousie review. v.46, 1966/67+
Dalhousie University, Halifax, N.S. Institute of Public Affairs. v.52+
Dalhousie University Institute of Public Affairs. Discussion paper. no. 1, 1974+
Demographie candiennne. v.1+
Economic Council of Canada. Annual review. v.6, 1969+
Economic Council of Canada. Staff study. 1972+

BEST COPY

COLORADO STATE

TASK FORCE FOR INTERLIBRARY COOPERATION

SUBJECT STRENGTH SURVEY

Completion of the attached forms will constitute the first step in identifying specific subject strengths of the five Task Force libraries, CSU, CU, DPL, DU and UNC. Your careful consideration of all subjects to determine their collection development level for your library will be greatly appreciated by the Task Force. The time and effort which you devote to this exercise will lead to future cooperation among the five libraries involved and Colorado libraries in general.

Before you begin the exercise please familiarize yourself with the complete list of subjects and the following explanations of the columns.

I. The list of subject headings is a selected amalgamation of several lists, including LC Classification Outline (3rd. ed., 1975), the second summary of the Dewey Decimal Classification, lists of academic departments in the Task Force academic libraries and certain subject headings added by the Task Force Coordinator. If significant subject areas have been omitted or if subjects are not specific enough, please make necessary additions to the list, either at the end or under an appropriate subject.

II. Levels of Collection Development.

1. REFERENCE: basic materials in subjects which fall outside the scope of the library yet within which readers may need minimum service to aid their immediate understanding or use of materials which are properly within scope. Such a collection consists of dictionaries, encyclopedias, handbooks or texts, or a combination of these in the minimum number which will serve the purpose. This level is not sufficiently intensive to support any courses or extensive needs in the subject area involved.
2. SELECTIVE: a very few of the best books on that specific subject are collected and are not intended to meet the needs of heavy patron use.
3. GENERAL OR INSTRUCTIONAL: materials needed to support undergraduate teaching and learning and the bulk of general patron needs. This level would include an extensive range of books and reference materials, fundamental subject indexes, standard journals and serials. Where appropriate, duplicates of heavily used materials for current usage would be included.
4. RESEARCH: a scholarly collection of materials for patrons doing research beyond general patron needs or undergraduate level study.
5. EXHAUSTIVE: all materials available on the subject are collected in order to ensure a complete special collection on that specific subject.

III. In the column labeled "LEVEL" on the forms, please indicate the number or numbers of any or all levels appropriate to that subject in your library.

IV. In the column labeled "LANGUAGES", please indicate any languages by name, including English, in which your library collects materials for that subject.

V. The column labeled "REMARKS" is intended for any comments you wish to make in giving a further explanation of your collection on that subject. This column may also be used for questions you may have regarding subject headings.

Revised
May 20, 1976

TASK FORCE FOR INTERLIBRARY COOPERATION

Subject Strength Survey

SAMPLE PAGE

Subject		Level	Language	Remarks
Accounting	C.U.	4	E	
	C.S.U.	3	E	
Aerospace	C.U.	4	E	
	C.S.U.	2	E	
Agricultural Economics	C.U.	2	E	
	C.S.U.	2	E	
Agriculture	C.U.	2	E	
	C.S.U.	4	E/F/G/S	
Agronomy	C.U.	1	E	
	C.S.U.	4	E/F/G/S	
Anatomy	C.U.	2	E	
	C.S.U.	4	E/F/G	
Animal Science	C.U.	1	E	
	C.S.U.	4	E/F/G/S	
Anthropology	C.U.	3	E	
	C.S.U.	3	E	
Archaeology	C.U.	3	E	
	C.S.U.	3	E	
Architecture	C.U.	4	E	
	C.S.U.	3	E	
Art	C.U.	4	E/ML	
	C.S.U.	3	E/G/F/I	
Astro-geophysics	C.U.	4	E/R/G	A weak 4
	C.S.U.	2	E	
Astronomy	C.U.	3	E	A weak 3
	C.S.U.	2	E	
Atmospheric Science	C.U.	3	E	
	C.S.U.	4	E/F/G	

ABBREVIATIONS USED:

C - Chinese
D - Dutch
E - English
F - French
G - German
I - Italian
J - Japanese
L - Latin
P - Portuguese
R - Russian
S - Spanish

AL - All languages
ML - Major languages
WEL - Western European languages

BEST COPY

SAMPLE PAGE

Subject		Level	Language	Remarks
Bacteriology	C.U.	4	E/G	
	C.S.U.	4	E/F/G	Level "5" for Microbiology
Biochemistry	C.U.	4	E	
	C.S.U.	4	E/F/G	
Biography	C.U.	2	E	
	C.S.U.	2	E	
Biology	C.U.	4	E	
	C.S.U.	4	E/F/G/S	
Botany	C.U.	3	E	
	C.S.U.	4	E/AML	Level "5" for Mycology
Building Construction	C.U.	3	E	
	C.S.U.	3	E	
Business, General	C.U.			Unclear as to scope
	C.S.U.	3	E	
Business Administration	C.U.	4	E	
	C.S.U.	3	E	
Chemistry	C.U.	4	E/G	
	C.S.U.	4	E/G/F/R/J	
Chemistry, Inorganic	C.U.	3	E/G	
	C.S.U.	4	E/G/F/R/J	
Child Development	C.U.	3	E	
	C.S.U.	3	E	
Classics	C.U.	4	E/ML	
	C.S.U.	3	E/ML	
Clinical Sciences	C.U.	0		Not in scope
	C.S.U.			See "Medicine, Human" & "Veterinary Medicine"
Communication	C.U.	3	E	
	C.S.U.	4	E	
Comparative Literature	C.U.	3	WEL	
	C.S.U.	2	E	
Computer Science	C.U.	4	E	
	C.S.U.	3	E	
Cookery	C.U.	0		Not in scope
	C.S.U.	2	E	

BEST COPY

OFFICE MEMORANDUM • STANFORD UNIVERSITY • OFFICE MEMORANDUM • STANFORD UNIVERSITY • OFFICE MEMORANDUM

STANFORD

DATE: December 8, 1976

TO : David Weber
John Heyeck

FROM : Paul H. Mosher

SUBJECT: Evaluation of the Collections in the Humanities and Social Sciences

During the past year, as one of the beneficial results of the Bonsall endowment revenues, we have undertaken a long-term evaluation of the value of the University Libraries' Collections in the Humanities and Social Sciences to research and teaching in those areas. The studies are intended to provide useful and representative pieces of the giant three-dimensional bead game that is Stanford's 4 million volume library collection. They are intended to provide vehicles to allow our bibliographers to learn and know their own collections better, a tool to make possible and improve the quality of the coordinated Collection Development activity with Berkeley, to provide intelligent and shaped plans and specific recommendations for the enlargement and improvement of our library collections in the most useful and efficient way with the least possible unnecessary duplication (does this sound Alexandrian?), and to make possible the most productive expenditure of our materials budget.

Evaluations of this nature are rare in University Libraries, which have tended to make mechanical evaluations of collections through measurement of titles in certain call number classifications. I would not dispute the value of such measurement to understanding the probable gross quality of large segments of the collections, but this method would serve few of the uses I have described above. Furthermore, library classification systems are more properly understood as location address systems rather than classifications of books according to patterns of knowledge which parallel the structures of research and teaching within a modern university's academic programs. Finally, Stanford has materials classified according to two major systems: Dewey and LC, and in the past before the development of rigorous national standards, and like most libraries, classified many books in somewhat idiosyncratic fashion. Our system of Collection Evaluation is thus unusual, and is contributing to national work in the field through the Task Force on Collection Evaluation of the ALA Collection Development Committee, of which I am a member.

The studies have been carried out with expert student help; we have normally used graduate students who have completed their qualifying examinations for the Ph.D. in the precise field to be studied, and who are normally working on dissertations in the same field. The students at this stage often find systematic bibliographic work beneficial to their own knowledge, and are themselves expert in current scholarship in the field, and in the nature and needs of Stanford's academic programs, faculty and students. In most cases I have found the use of graduate student bibliographers in this way mutually beneficial.

BEST COPY

Memo to David Weber and John Heyeck (continued)

December 8, 1976 - Evaluation of the Collections in the Humanities and Social Sciences

During the past year, we have had 22 graduate bibliographers at work, who have produced some 15 reports containing a total of over 200 pages of data. There are half a dozen graduate bibliographers at work at any given time and reports are now coming in with some regularity. I have appended my own summaries of the 8 most useful and complete reports received to date in a variety of fields.

Problems of uniformity, method, accuracy, presentation of findings, and the like have - naturally - arisen. We have agreed that the utility and significance of the data to future collection development efforts in the field are more important than uniformity of data, and have developed three basic formats, which are usually followed:

1) An evaluation of adequacy and availability of a basic list of 250 - 500 most-used and most valuable titles
2) A check of all or a random sampling of one or more accepted, excellent subject bibliographies.*
3) A check of one or more monographic or article bibliographies of works on the cutting edge of current research in a discipline or subject.

Whenever possible, the evaluations include holdings at Berkeley, another campus library, or national holdings in the subject, to provide us with some relatively objective measure of quality, to benefit our coordination with Berkeley, (or Coordinate Libraries on campus), and to allow additions to our campus of unique and desirable titles.

This report is provisional, and will be updated every few months, but I hope it will be instructive of what we are artempting and of its value.

While our collections have improved rapidly, the evaluations prove - not surprisingly - that we are still some distance from "the end of the road." Hopefully they will enable us to get there more quickly and more directly and, by allowing us to focus our retrospective dollars more effectively, will allow us to fill more gaps at a lower net cost. I hope, as more studies are done, to attempt to project the long term costs - today's dollars - to fill many of the gaps. Library Acquisitions has traditionally been regarded as a "dark hole" in a research library into which one shovels vast quantities of money only to discover when one looks in again that it's just as dark down there as it was before. It is my hope that these collection evaluations will hope to end that tradition, and to provide some light in at least several of the most important segments of the tunnel.

BEST COPY

THE STANFORD UNIVERSITY LIBRARIES
STANFORD, CALIFORNIA 94305

Addendum to Memo on Evaluation of Collections

N.B. - The Berkeley statistics are now quite rough. We were anxious to get relative holding data in a hurry for reasons of our own, so we gathered data from the Berkeley published catalog (G.K. Hall) and union serials list. Before the data is used for collection development coordination purposes by the two libraries, all lists will be checked in Berkeley's own catalog and serial record (e.g. dead serials are not listed in the CULS).

BEST COPY

Evaluation Summaries

1. Economics = Adequacy and Availability
2. Anthropology = Adequacy and Availability (good collections availability scattered reliability factor?)
3. Latin American Studies: History of Argentina
4. English Society and Culture (1750 - 1850)
5. France: Early Modern History
6. France: Regional and Provincial Journals
7. Germany: German Periodicals of the 17th and 18th Centuries
8. Balkans: Pre-World War I Publications of Major Scholarly Institutions, and a Check on Holdings of Post-World War II Publications

BEST COPY

Economics: Adequacy and Availability of the Collections at Stanford

Departments/
Fields: Economics
Economic History
Business
Mathematics

Sampling: 398 monographic titles
225 periodicals

(Chosen from graduate reading lists on the basis of citation frequency, Stanford authorship, known importance, and student enrollment in courses for which books were assigned.)

Note:

As in the case of the Anthropology study, this was designed to deal with possession and availability of basic materials; therefore Berkeley's holdings were not consulted. The study is important, however, in comparing Main and Jackson Library holdings.

Findings:

The libraries of Stanford possess 96.5% of the monographic titles and 91.6% of the serials titles.

In mid-November, 93.5% of the 398 monographs could be located, and 87.2% were available on the shelves. At least 85% of the titles in each of the 16 sub-divisions surveyed could be found in the libraries of Stanford.

Main Library holds 86.9% of the 398 titles (and an average of 87.4% of the titles calculated by the 16 sub-divisions), while Jackson holds 80.1%of the titles (or 81.3% average of the sub-divisions).

Main Library has holdings of great strength (over 90% of titles) in 7 sub-divisions and is weak in 2 (under 80% of titles). Jackson is very strong in three areas and weak in five.

Conclusions:

Overall, this is a very good record - with a notable exception which will be mentioned below. In the case of Economics it is as it was with Anthropology: Main Library's reputation for unavailability is not supported by holdings or available statistics; the problem rests elsewhere, perhaps in the ability of graduate students to negotiate a rather complex bibliographic control system to find books, a tendency to use the Jackson Library because of comfort and non-circulation policy for journals, and perhaps because of a lack of adequate bibliographic instruction or orientation in the past.

55 BEST COPY

Conclusions:
(continued)

While the Main and Jackson collections interlock adequately in most areas (see table), neither is strong in Economic History (and Main Library will require more effort to evaluate and develop the collection in that field), and both are strong in Urban Economics - as perhaps they should be. Greater coordination in current collection development activity, based on the results of this study, should be undertaken. On the other hand, it would appear unneccessary to devote special efforts to retrospective activity in Economics, except in Economic History; emphasis should instead be placed on current acquisition, to be sure that collections in all sub-divisions improve in the future.

Areas of Strength and Weakness

+ = Strength 0 = Weakness

Area	Main	Jackson	Math
1. Economic Thought	+	0	
2. Economic History		0	
3. Math.Econ./Game Theory	0		+
4. Econometrics	0	+	
5. Labor Theory		0	
6. Urban Economics	+	+	
7. International Trade and Finance		+	
8. Monetary Theory			
9. Development			
10. Public Finance			
11. Price Theory/Microeconomics	+		
12. Macroeconomics	+		
13. Industrial Organization		+	
14. Alternative Approaches (eg. Marxism)	+	0	
15. Applied Econometrics, Bus. Cycles, Math. Growth Theory	+		
16. Welfare Theory	+	0	

BEST COPY

Anthropology: Adequacy and Availability of the Collections at Stanford

Departments/ Fields:

Anthropology
Sociology
History
Economics

Sampling: 250 titles based on titles in Anthropology Graduate field and course bibliographies.

Findings: Stanford possesses 249 of the 250 titles checked (over 99%). 236 titles were found in the Main Library, and 13 uniquely in branch libraries. Three titles (1%) were never located and were presumed missing.

During a busy-period shelf check, 84% of the titles were available on the shelves of one or more campus libraries; another 14.4% were in circulation and could readily be recalled. Main Library use, considered alone, was more intense: of 348 copies of the Main Library's 236 titles, 57.5% were available on the shelves during the busy-period check, 28.7% were on loan, and 13.8% were unavailable (or could not be found).

There have been complaints of low-availability of high-priority Social Science materials in the Stanford libraries. Data from this study would suggest that these complaints are ill-founded, and that the problem may be elsewhere: problems perceived by the social science user in negotiating the system to find his book. Many users in these fields may possess inadequate bibliographic or library instruction, or may lack the patience to seek materials in decentralized locations. This study indicates that a user-orientation and training program should be developed for Social Science patrons - especially graduate students - in bibliography and library use. The effect of such a program may well be the better and fuller use of library patrons in this broad area.

BEST COPY

Latin American Studies: History of Argentina

Departments/
Fields:

Latin American Studies
History
Economics
Political Science
Religious Studies
Spanish and Portuguese

Bibliographies:

James Scobie, Argentina, A City and A Nation (N.Y., 1964).
Maná del Carmen Velázquez, Guía bibliográfica para la enseñanza de la historia en Hispano - America (Mexico, 1964).
Peter G. Snow, Argentine Radicalism (Iowa City, 1965).
José Luis Romero, A History of Argentine Political Thought (Stanford, 1963).

Findings:

Stanford's collection is respectable; we hold an average of 75.8% of the materials in the four bibliographies. Interestingly, this average of the five is exactly the same as our average holdings of titles in Scobie's basic bibliography (75.8%). However, within the average there are peaks and valleys representing strengths and weaknesses. There is also a weighting of the bibliographies toward politics, government and economics, which may correspond to the principal patterns of use (except Literature and Language).

Data concerning Berkeley's holdings will be added later. The Berkeley bibliographer is checking the same bibliographies as Stanford to form a shared base of information about the collections of the two libraries.

Areas of Special Strength (over 80%)

Monographs in English
Government
Political History and Theory
Economic and Social History
Exploration and Conquest

Areas of Special Weakness (under 70%)

History prior to 1930
Primary Sources: Documentary
Biography and Memoirs
Popular Life
The Church Religion
Magic, Folklore, the World Beyond

BEST COPY

Conclusions:

While our holdings are generally satisfactory, they need to be more than satisfactory to support Latin American Studies programs at Stanford, and to hold up our end of the Stanford/Berkeley cooperative program. We need yet more areas with over 80% holdings, and we need still to bring our areas of special weakness over 70%. The mutual collection evaluation and coordinated collection development acitivty now under way as part of the consortium venture should produce specific blueprints for strengthening our retrospective collections, and estimating the long-term costs of doing so!

BEST COPY

English Society and Culture (1750-1850)

Departments/
Fields:

English Literature
English History, Social, Intellectual, Cultural, Behavior, Values, Customs
Religious Studies
History of Science
Philosophy
Psychology
Economic History

Bibliography:

George Rattray Taylor, The Angel Makers: A Study in the Psychological Origins of Historical Change, 1750-1850. (New York, Dutton, 1974). The bibliography contains 457 titles which, for purposes of the study, were divided into fifteen categories corresponding closely to those used for the study "France: Primary Sources for Early Modern History," oui supra.

Findings:

Stanford's monographic holdings are really very good (80%), but our holdings of primary source material are inadequate (48%). As was the case with primary sources for Early Modern French History, Berkeley has nearly three times the unique holdings of Stanford. While this indicates a relatively much stronger primary source collection in this field, the statistics show that the holdings of both campuses are only marginally adequate in this area (59%).

While Stanford need not depend very heavily on Berkeley for monographs (a more frequently used but less permanent form of resource), substantial Collection Development effort at both campuses is called for to develop holdings in primary source areas that may involve less intense use, but will be of more permanent value to scholars at both campuses.

1. Secondary Sources:
   Of 130 monographs, Stanford possessed 80%, a good record.
   Of 40 monographs selected at random, both CSt and CU possessed 85%.
   CSt possessed one unique title and CU 9.

2. Primary Sources:
   Of 327 primary sources, Stanford possessed 48%, which is not satisfactory.
   Of 160 sources selected at random, both CSt and CU possessed 59%.
   CSt possessed 7 unique titles (28%) and CU 18 (72%).

BEST COPY

Findings:
(continued)

Secondary Sources:

Areas of Special Weakness	Areas of Strength
Religious Life (especially Dissenters)	Travel
Popular Life (attitudes, social classes, environment)	Art and Artists
Education	Women
	Magic and the "World Beyond"
	Psychology and Psychoanalysis
	Biography
	History of Ideas

Primary Sources:

Areas of Special Weakness	Areas of Strength
Travel	Art and Artists
Religious Life (especially Dissenters)	Intellectual Life
Popular Life (attitudes, environment, health, manners, magic, memoirs, recreation, etiquette)	Politics and Government
	Economics
Women and Children	
Night Life (sexuality, erotica, prostitution, gambling, crime)	

BEST COPY

France: Primary Sources for Early Modern History

Fields/
Departments: History (1500-1640) Political, Social, Cultural
French and Italian
Religious Studies
Philosophy
Art and Architecture
Economic History

Bibliography: 165 items from Robert Mandrou, Introduction à la France Moderne

Findings:

Of 165 items

1. Stanford and Berkeley possess 65%
2. Stanford possesses 47%
3. Berkeley possesses 59%
4. Berkeley has three times the unique holdings of Stanford

Areas of Relative Strength

Humanism
Philosophy
History of Science
Religious Life
Art and Artists
Greats: (Erasmus, Calvin, Rabelais, Bodin, Beze, Hotmann, etc.)

Special Weaknesses

Political and Social Theory
Popular Life (attitudes, environment, health, magic, language, memoirs, etc.)

Both Libraries

Of (165 items)

	Stanford: 45	Berkeley: 60
Unique items:	8	29

Both: 105
Neither: 60

Relative Strength

Berkeley has much more to offer Stanford than vice-versa

Conclusions: Neither Library collection is especially strong, nor are the holdings of both, which is surprising. More effort is required in this area to strengthen Stanford's holdings, especially in materials held by neither library.

Next Stage: Check the bibliography of Ernest Labrousse and Pierre Goubert, eds.: Histoire économique et sociale de la France.

BEST COPY

France: Regional and Provincial Journals at Stanford

Departments/
Fields: History 1500-1900
Literature (French)
Religious Studies
Art (Art, Architecture, Music)
Classics

Bibliography: 318 titles from Robert C. Lasteyrie du Saillant, Bibliographie générale des travaux historiques et archéologiques publiés par les sociétes savantes de la France (Paris, 1888-1918), 6 vols., with supplement (Paris, 1906-14), 3v.
René Gandilhon, Bibliographie générale des travaux historiques... période 1910-40 (Paris, 1944-61), 5 vols.

Findings: "Stanford's collection is so small that it is often easier to assume the periodical is not there rather than to check the card catalogue."

Of 318 items

1. Stanford and Berkeley possess: 39%
2. Stanford possesses: 4.7%
3. Berkeley possesses: 38%
4. Berkeley has eighteen times the unique holdings of Stanford!

When Lasteyrie and Gandilhon are reexamined to measure Stanford's and Berkeley's collections on the basis of materials weighted in terms of their publication of primary source material unavailable elsewhere, a slightly different pattern emerges:

1. Of 23 highest quality journals, Stanford has 25% and Berkeley 78%; neither library holds 22%.

2. Of 58 significant journals of lesser quality, Stanford possesses 9%, Berkeley 61%; neither library holds 38%.

Note: "The recently published Union List of Serials at Berkeley was found to be extremely inaccurate, and of no use to this survey."

The message is clear: While Stanford's holdings are of higher quality, they are minimal in quantity. In this area we have been too cautious in purchasing. Ms. Diefendorf has provided us with a list of 34 journals of the first and second levels of quality which neither Berkeley nor Stanford possess. We should at once mount a serious campaign to locate and acquire a number of these. Each run we can obtain will substantially improve the utility and quality of our collection to our own researchers, and will contribute as well to the shared pool of library resources for the Stanford - Berkeley Program.

Estimated long-term cost of bringing this collection to adequate strength: $50 - $60,000.

BEST COPY

Germany: German Periodicals of the Seventeenth and Eighteenth Centuries

Departments/
Fields: German
History
Religious Studies
Economic History
Philosophy

Bibliography: Joachim Kirchner, Die Zeitschriften des deutschen Sprachgebietes von den Anfangen bis 1830.

Method: The evaluation was conducted in three stages:
1) Every fifth title in Kirchner was checked against Stanford's holdings; 2) A random sample of 233 titles was chosen from this group and was checked against Stanford's holdings, Berkeley's and the Union List of Serials; 3) A 55 title list was based on high quality and utility, and representative of 14 categories of subject matter.

Findings: Stanford possessed 6.8% of the periodicals in the fifth-title check, or one in 15.

Stanford possessed 6.4% of the random list of 233 titles, Berkeley 3%. NULS listed 20.6%. Thus Stanford held twice the titles of Berkeley, and about 30% of the national pool.

Of the 55 most valuable titles, Stanford held 47% and Berkeley 38%. Stanford holds 26 and Berkeley 21, with an unfortunate overlap of 11 titles.

Areas of Weakness:	Areas of Strength:	
Popular Culture	General	
Law and diplomacy	History and Politics	(100%)
Local history	Literature	
Pedagogy	Women	
Religious Studies		
Economics and Business		

Conclusions:

Although the percentages are small, Stanford's holdings in this specialized area of research are very good; they exceed Berkeley's, and represent about 30% of the national pool of German periodicals for the period.

44% of Stanford's holdings overlap Berkeley's, and there are still areas of weakness in our holdings. Furthermore, our holdings of 7 titles are very incomplete. Further acquisition in this area should concentrate on: 1) completing runs of titles with spotty holdings (coordinating with Berkeley if both possess a title), and seeking substantial runs of titles from the select list of 55 which are not held by either campus. Another 10 well-chosen titles at Stanford would greatly strengthen this field and give researchers at both campuses a sound base.

BEST COPY

Note: Researchers have complained of 1) very spotty holdings of a number of titles, 2) unpredictability of knowing what Stanford is likely to have, and of 3) the inadequacy of the California Union List of Serials in locating titles (a. The key-word arrangement is time-consuming and awkward. b. Non-current holdings are often not included). Recommendations above would solve problems 1) and 2); 3) should be taken under consideration.

BEST COPY

The Balkans I: Stanford's Holdings of Pre-World War I Publications by Major Scholarly Institutions

Departments/ Fields: Slavic Languages and Literatures
History
Political Science
Sciences

Bibliographies: Lists of publications by institutions

Findings: Bulgaria: Monographs: 91% of 243 checked titles
Serials: 100% of 7 checked titles

Yogoslavia: About 90% of monographs and serials useful to Stanford, except for Croatia, where holdings are 30-40%

The Balkans II: Stanford's Holdings of Post World War II Publications

Departments/ Fields: Same as above

Bibliographies: 1) Bulgarski knigopis, 1945-60 and 1969-71
2) Yugoslavenska retrospeativna bibliografska gradja... 1945-67

Findings: Bulgaria: Stanford possesses 37% of the 3670 titles checked.
Yugoslavia: Stanford possesses 41% of the 1299 titles checked.

BEST COPY

USER EVALUATIONS

...departments included in a survey conducted for the Library Advisory Committee by the Institutional Educational Research in Spring 1973 compared with a similar Committee Survey of December 1962.

(Rating Scale 1 = "Excellent" - 5 = "

...s' Department ...l or College ...ge I: ...gnities	UNDERGRADUATE INSTRUCTION						GRADUA		
	No. of Responses		Rating				No. of Responses		
			1962		1973				
	1962	1973	Median	Mode	Median	Mode	1962	1973	Media
Art	4	7	2.5	2,3	1	1	4	6	3
...sian Language & Literature	5	2	2.5	2	3.5	3,4	5	2	2
...sics	5	1	2	2	2	2	5	1	3
...munications	4	4	3	3	2	2	4	3	3
...ma	1	4	2	2	1.5	1	1	4	4
...lish	13	18	2	2	2	2	13	17	3
...anics	6	4	2	2	2.5	2	6	4	3
...ic	5	6	3	2,3	2.5	2,3	5	6	3
...losophy	4	7	1	1	2	2,3	4	7	1.
...nce Language & Literature	5	3	3	2,3,4	3	3	5	3	3
...dinavian Language & Lit.	2	0	3	2,4	-	-	2	0	2.
...ech	8	12	2	2	2	1,2	8	12	2
...	(62)	(68)	(2)	(2)	(2)	(2)	(62)	(65)	(3

RECEIVED
JUL 80

BEST COPY

Department, School or College	RELATIVE DISTRACTOR: No. of Responses		Rating 1962		Rating 1973		GOAL/ATE DISTRACTOR: No. of Responses		Rating 1962		Rating 1973		No. of Responses		Rating 1962		Rating 1973	
	1962	1973	Median	Mode	Median	Mode	1962	1973	Median	Mode	Median	Mode	1962	1973	Median	Mode	Median	Mode
Term II:																		
Social Sciences																		
Anthropology	7	3	2	2	3	2,3,4	7	3	2	2	4	4	7	4	3	2,3	4	4
Architecture/Urban Planning	-	6	-	-	2	2	-	8	-	-	3	3	-	9	-	-	3	3
Business Administration	28	16	2	1	2	2	28	16	3	3	3	3	28	16	2.5	2	3	3,4
Economics	5	4	2	2	1.5	1	5	4	3	4	2	2	5	4	1	1	2.5	3
Education	-	15	-	-	2	2	3	17	3	3	3	2	-	16	-	-	3	2
Geography	4	3	2	2	2	2	4	3	3	4	3	3	4	3	1	1	3	2,3,4
History	10	8	2	2	2	2	10	8	2	2	2.5	2	10	8	3	2,3	3	3
Librarianship	3	4	2	2	2	1	3	3	3.5	3,4	2	1	3	4	3.5	3,4	2.5	1,2,3,4
Political Science	6	3	2	1,2	1	1	6	3	2	2	3	3	6	3	3	3	3	3
Psychology	5	12	3	1,2,3,4,5	3	3,4	8	12	2.5	3	3	3	8	12	2	2	3	3
Sociology	11	1	3	3,4	4	4	11	1	3	3	5	5	11	1	3.5	4	5	5
Social Work	5	11	2.5	2,3	3	3	5	14	2	2	2.5	2	5	12	4	4	3	3
(T. M. - GSSP II	(89)	(96)	(2)	(2)	(2)	(2)	(90)	(92)	(3)	(3)	(3)	(3)	(87)	(92)	(3)	(2)	(3)	3)

BEST COPY

ASSESSMENTS FOR ACCREDITATION

BRIGHAM YOUNG

BRIGHAM YOUNG UNIVERSITY
LIBRARY
SELF STUDY
ACCREDITATION REPORT

October 24, 1975

064

TABLE OF CONTENTS

		Page
I.	Goals and Objectives	1
II.	The Library Program	1
	Organization	1
	Personnel	2
	Library Use	2
	Interlibrary Loan	2
	Library Services	3
→	Collection Development	4
	Education	8
	Motion Picture Collection	9
	Life Sciences	10
	History, Religion, Philosophy	11
	General Reference Collection	12
	Physical Sciences	13
	Technology Collection	20
	Literature Collection	21
	Folklore Collection	22
	Linguistics and English Language Collection	22
	French Literature Collection	23
	German Literature Collection	23
	Italian Literature Collection	24
	Classical-Russian and Other Literatures	24
	Library Science	25
	Music Collections	26
	Business Collection	27
	Art Collections	27
	Drama Collection	28
	Political Science	28
	Social Sciences	29
	Latin American Studies	30
	Summary of Collection Development	33
	Library Expenditures	33
	Physical Facilities	34

055

Page

III. Significant Changes 34

Library Organization 34

Library Services 35

Physical Facilities 36

IV. Areas of Strengths 37

Services 37

Organization 37

Staff 38

Physical Facilities 38

Collection Development 38

Educational Media Services and Learning Resource Centers Department 39

V. Needs and Weaknesses 40

Automation 40

Salaries 40

Records Management 41

Learning Resource Centers 41

Additional Staff 43

Shelving and Shelf Maintenance 43

Organization 44

Collection Development 44

Physical Facilities 45

Technical Services 45

Administrative 45

Appendix 47

Collection Development

From 1970 to 1975, the library has added 469,288 volumes, which represent an increase of 32.3 percent during this five year period. A review of the table on addition by classification shows almost all areas with well above a 20% increase and some areas well over 40%. On the basis of previous evaluations of the collection, attempts have been made to strengthen many subject areas. Particularly notable is the addition of approximately ten thousand volumes in Asian languages to support our Asian curriculum. Foreign language acquisition has been stressed in almost all areas, and during the past five years blanket order programs have been placed for Russian, German, French, and Portuguese books. Programs to more adequately review the publishing output of other languages has also been undertaken.

Cooperative acquisitions programs have commenced under the direction of the Utah College Library Council whereby the total resources of all university libraries in the state are available to each member. Areas of each collection to be built in depth in each library are being identified. The avoiding of duplication by institutions in graduate research collections will allow each university library to strengthen these research collections emphasized.

BEST COPY

INCREASES BY CLASSIFICATION

	Holdings August 31, 1970	Holdings August 31, 1975	Increase/Decrease	Percentage Increase/Decrease
ELRC *	9,401	3,379	-6,020	-178.1
Govt.	52,222	75,482	23,263	30.8
001-099	112,486	155,258	42,772	27.5
130-159	10,899	14,667	3,768	25.6
100-199	10,843	15,226	4,383	28.8
M200	23,983	34,948	10,965	31.4
200-299	47,166	68,242	21,076	30.9
300-319	17,834	29,639	11,805	39.8
320-329	24,192	36,398	12,206	33.5
330-339	23,861	41,672	17,811	42.7
340-359	21,860	31,229	9,369	30.0
360-369	6,018	9,980	3,962	39.7
370-379	65,618	145,524	79,906	54.9
380-399	7,493	11,417	3,924	34.4
400-499	16,304	24,446	8,142	33.3
500-509	10,754	14,241	3,487	24.5
510-519	8,990	13,794	4,804	34.8
520-529	3,292	4,908	1,616	32.9
530-539	9,481	13,927	4,446	31.9
540-549	11,425	15,614	4,189	26.8
550-559	14,338	18,784	4,446	23.6
560-569	1,238	1,756	518	29.4
570-579	13,192	18,639	5,447	29.2
580-589	13,638	15,387	1,749	11.4
590-599	11,904	15,190	3,286	21.6
600-699	1,371	2,067	696	33.7
610-619	22,545	32,856	10,311	31.3
620-629	25,918	43,901	17,983	40.9
630-639	17,915	23,930	6,015	25.1
640-649	4,874	6,451	1,577	24.4
650-659	13,198	20,209	7,732	38.2
660-669	4,971	7,111	2,140	30.0
670-679	1,748	2,493	745	29.8
680-689	299	512	213	41.6
690-699	991	1,474	483	32.8
700-799	17,755	26,961	9,206	34.1
780-789	15,068	21,973	6,905	31.4
790-799	12,824	17,867	5,043	28.2
800-809	33,212	43,174	9,962	23.0
810-819	39,587	46,961	7,374	15.7
820-829	34,663	45,127	10,464	23.2
830-839	11,373	19,481	8,108	41.6
840-849	16,468	21,058	4,590	21.8
850-859	1,615	3,628	2,013	55.5
860-869	7,502	14,074	6,572	46.7
870-899	11,665	17,564	5,899	33.6
900-919	36,592	53,014	16,422	30.9
920-929	33,417	48,070	14,653	30.4
930-999	65,800	99,388	33,588	33.7
TOTAL	979.803	1,449,091	469,288	32.3

* Education LRC - Major weeding program was undertaken during the five year period and accounts for the large percentage decrease.

BEST COPY

PERIODICAL HOLDINGS
INCREASES BY CLASSIFICATION

	Holdings August 31, 1970	Holdings August 31, 1975	Increase	Percentage Increase
001-099	16,514	20,539	4,025	19.5
130-159	1,942	2,453	511	20.8
100-199	1,354	1,916	562	29.3
M200	573	919	346	37.6
200-299	6,687	8,292	1,605	19.3
300-319	3,293	4,438	1,145	25.7
320-329	1,164	1,879	715	38.0
330-339	3,630	6,087	2,457	40.3
340-359	1,305	1,919	614	31.9
360-369	663	1,067	404	37.8
370-379	4,947	6,703	1,756	26.1
380-399	851	1,254	403	32.1
400-499	3,828	4,648	820	17.6
500-509	4,015	5,132	1,117	21.7
510-519	3,015	4,199	1,184	28.1
520-529	680	1,162	482	41.4
530-539	3,053	5,307	2,254	42.4
540-549	4,119	6,168	2,049	33.2
550-559	2,515	3,492	977	27.9
560-569	185	324	139	42.9
570-579	3,766	5,927	2,161	36.4
580-589	2,376	2,976	600	20.1
590-599	2,834	3,858	1,024	26.5
600-609	350	546	196	35.8
610-619	6,244	9,868	3,624	36.7
620-629	7,884	10,687	2,803	26.2
630-639	4,801	6,605	1,804	27.3
640-649	1,407	1,823	416	22.8
650-659	3,201	4,395	1,194	27.1
660-669	2,111	3,142	1,031	32.8
670-679	724	1,090	366	33.5
680-689	7	52	45	86.5
690-699	395	550	155	28.1
700-779	2,683	3,634	951	26.1
780-789	2,246	2,691	445	16.5
790-799	1,414	2,191	777	35.4
800-809	2,518	3,692	1,174	31.7
810-819	362	538	176	32.7
820-829	630	757	127	16.7
830-839	286	394	108	27.4
840-849	241	318	77	24.2
850-859	1	15	14	93.3
860-869	147	272	125	45.9
870-899	293	527	234	44.4
900-919	3,944	5,187	1,243	23.9
920-929	450	662	212	32.0
930-999	5,643	9,021	3,378	37.4
TOTAL	121,291	169,316	48,025	28.3

BEST COPY 069

SUBSCRIPTIONS & SERIALS STANDING ORDERS

	Paid	Gift	Exchange	Total
1970	17,934	1,870	725	14,529
*1975	15,578	3,286	1,120	19,984
*1975 Breakdown:				
Subscriptions	5,990	842	330	7,162
Standing Order	9,582	2,444	790	12,816

In the past few months the library staff has attempted to re-review many subject areas and to check standard bibliographies against holdings as a guage of collection strengths or weaknesses. These reviews follow.

Education

According to the survey of the Brigham Young University Library completed by Robert Downs in 1969, the education collection was adequate in most respects but with some weaknesses apparent in historical works and in foreign language publications. Since that time, the library has added a number of historically important titles, but there are still inadequacies in the area of foreign language publications. These weaknesses have been identified and orders are being placed for many of the important titles.

The education section of Sources of Information in the Social Sciences, compiled by Carl White and others and published by the American Library Association in 1973, was used as a guide to evaluate the education materials in the Lee Library. The section on education was prepared by Lorraine Mathies, the Head of the Education and Psychology Library at UCLA. The library has the following percentages of titles available in the collection:

Classics	100%
Introductory Works	75%
Educational History	75%
Educational Philosophy	90%
Educational Sociology	77%
Comparative International Education	90%
Educational Psychology, Measurement and Guidance	88%
Curriculum and Instruction	90%
Preschool and Elementary Education	100%
Secondary Education	93%
Higher Education	88%
Teacher Education	80%
Adult Education	89%
Special Education	100%
Educational Research	51%
Educational Administration and Supervision	96%
Educational Criticism and Controversy	82%
Guides to the Literature	100%
Current Research	100%
Current Books (Review Tools)	99%

BEST COPY

Materials for the problem areas shown by this comparison are being ordered annually.

Each of the five departments in the College of Education appoints a library representative to work with his colleagues and the Education Librarian in building the collection in his own area of expertise. He serves as the go-between in disseminating information about available library services and in requesting new ones. He also encourages other professors to take advantage of opportunities for class library orientations and special presentations, etc. During the past year the library representatives were instrumental in arranging for several special in-depth library orientation sessions for the education faculty.

The weeding of obsolete materials appears to be a weak point in the education library at this time. Reference sources are routinely updated and materials having no research value are withdrawn. A usage survey of the Children's Literature Collection has been completed and the collection is gradually being weeded. Weeding of the remainder of the collection will be undertaken as time allows.

The approval plans appear to be quite adequately meeting library needs for current American and British publications, with some minor exceptions. The budgeted funds seem quite adequate to fill in older and foreign materials as they become available. However, there are plans to undertake a concentrated program of acquisitions in these areas.

Motion Picture Collection

Strengths and Weaknesses of the Present Collection

As of August, 1974, the BYU Library collection of books related to the motion picture field consisted of about 1100 books and 67 periodical titles. This does not include biography which is fairly extensive but is classified with biography of the theater.

In 1973, the BYU Division of Instructional Research, Development, and Evaluation compiled a Bibliography of Published Materials in the BYU Library Dealing with the Motion Picture. This bibliography was checked against Film Research, compiled by Peter J. Bukalski, published by G. K. Hall in 1972. Of the total 2154 titles, excluding the foreign language section, the library has 644 (30%). Additional titles have, no doubt, been acquired since 1973, but time did not permit further check. Of the 50 titles listed under "Essential Works," the library has 41, or 82%. The library has 19 of 125 (15%) of the periodicals listed.

The library is building in this area, but is still below average. The library is weaker in the areas of theory, history, and criticism than in production, acting and directing.

Life Sciences

	Titles Checked	Titles Library Has	%
McGraw-Hill Basic Bibliography of Science & Technology. 1966	187	121	64.7
Agricultural Education in a Technical Society; an annotated Bibliography of Resources. 1973	1405	913	65.0
Nutritian References and Book Reviews. 1972	94	57	60.6
Library Journal. v. 98 Mar. 1 1973 SCI-TECH Books, '72	50	46	92.0
Library Journal. v. 99 Mar. 1 1974 SCI-TECH Books, '73	68	37	54.4
Library Journal. v. 100 Mar. 1 1975 SCI-TECH Books, 1974 & SCI-TECH Books to Come, 1975	115	50	43.5
AAAS Science Books & Films. May 1975	50	18	36.0

Library Holdings in Life Sciences Library

A. The above statistics indicate that over 60% of the books in the life sciences are being purchased. This represents a good coverage for this area because:

1. there is a need to keep the life science collection up-to-date by purchasing new books, new editions, etc. and keeping abreast with books that concern new findings rather than trying to buy all that is published in any one discipline.

2. many of the newly published life sciences books are on a layman, high school, or junior high school level and not useful in the college curriculum.

3. many of the newly published life sciences books are textbooks.

B. The area that is most weak in the life sciences is medicine and related subjects such as dentistry. There is a great deal of interest in these subjects both by students and faculty. Now that the library has the facilities of Medline, interest and needs will increase. There is no way to overcome this need with the present curriculum and budget. However, access to the Eccles Medical Library through UCLC, membership in the Health Sciences Consortium, and membership in the Wasatch Medline Consortium make it possible to help patrons who need medical materials.

History, Religion, Philosophy

A. Results of the 1975 evaluations

1. American History
(1974) Harvard Guide to American History -- Serials: 80%, Reference: 100%

2. Philosophy
Bibliography of Philosophy (1974, #2)--31%
Books for College Libraries (philosophy section)--62%

3. Geography
A Basic Geographical Library--(Downs: 50%), 80% in 1975

4. Religion
Book review section of Index to Religious Periodical Literature, January-June 1974--(percentage of those books reviewed) 51%. Many of the books that the library didn't have were of the pastoral type that are purposely not collected.

B. The 1969 Downs survey rated the following as "strong" (these were not rechecked):

Religion and Church History
Western U.S.
Biography
Modern European History

General Reference Collection

A. The library has 85% of the general bibliography items listed in Winchell, 1967 edition. Most of the major works which are available are purchased. The most comprehensive listing of reference books can be found in American Reference Books Annual. Since 1970, the library has purchased an average of 57% of the general reference books listed in ARBA. Because ARBA is a highly comprehensive listing, 57% is a very good comparison covering most of the major titles needed. Book selection aids include Booklists and Subscription Books Bulletin Reviews, Subject Guide to Forthcoming Books in Print, Choice, Library Journal, publishers brochures, and titles listed in indexes in the library's collection.

1. Encyclopedias

BYU has important U.S. and foreign titles including the early editions of Britannica, two German sets published in the 1700's and 1800's, a French set published in 1780, a British set published in 1809, a Russian set published in the 1910-1940's and a Russian set published in the 1890's.

2. Dictionaries

BYU teaches a large number of foreign languages. The library's collection of dictionaries in the major languages (German, French, Spanish, Russian) is quite large. Collections in Greek, Chinese, Hebrew, and Latin seem to be adequate. The library has all the major English and American dictionaries as represented in Winchell.

3. Library Catalogs

BYU has library catalogs for the British Museum, Bibliotheque National, and Library of Congress, New York Public Library, State Historical Society of Wisconsin, Western MSS in the Bodleian Library, Biblioteque Royal de Belgique, and others. The library lacks most of the G. K. Hall publications and is thus weak in catalogs of many significant libraries.

4. National Bibliographies

American		29 titles
European		241 "
Great Britain	57	
Germany	45	
France	28	
Italy	14	
Spain	33	
Russia	6	
Scandinavia	21	
Asia		24 "
Middle East		13 "
Africa		5 "
North America		162 "
Canada	9	
Mexico	7	
Middle Am.	14	
United States	68	
Sections of U.S.	38	
South America		28 "
Others not included		76
TOTAL TITLES OF NATIONAL BIBL.		578 TITLES

5. General Periodical Newspaper Indexes

The library has the following periodical indexes: Readers Guide, Social Science Index, Humanities Index, Pools Education Index, Subject Index to Periodicals, British Humanities Index, Canadian Index, Index to Little Magazines, and a few less known titles.

Library holdings also include newspaper indexes for the New York Times, London Times, Christian Science Monitor, Wall Street Journal, National Observer, Los Angeles Times, Chicago Tribune, New Orleans Times-Picayune, Washington Post.

6. Anthology and News Synopses

The library has the major sources including Essay and General Literature Index, Bibliographic Index, Asian Recorder, African Recorder, Short Story Index, Grangers Index to Poetry, Facts on File, Editorials on File, etc.

7. Bibliographies of Dissertations

The library has purchased the 33 volume cumulative subject index to International Dissertation Abstracts. The library also has Reynolds Guide to Theses and Dissertations, and International Annotated Bibliographies, as well as the inadequate source Masters Abstracts. The library also maintains a card catalog of holdings of dissertations and masters theses arranged by department for Brigham Young University, University of Utah, and Utah State University. Bibliographies of other universities throughout the library collection are found in the card catalog under dissertations - academic.

8. Newspapers

The collection consists of complete holdings on microfilm for Utah newspapers. Other holdings include some incomplete runs of newspapers in states representing Mormon interest as well as a few received as gifts from various sources. The library's collection of Utah newspapers dates back to 1850. Other areas include early holdings for South Carolina, Philadelphia, Pennsylvania, Maryland, Virginia, and for foreign papers, London Times and Japan Times. The library receives current files for 48 foreign newspapers representing 26 countries, and 28 U.S. cities representing 17 states. Current papers which are supported by microfilm back holdings include:

Chicago Tribune 1972-
Christian Science Monitor 1958-
Deseret News 1933-
Japan Times (English edition) 1941-
Los Angeles Times 1972-
National Observer 1969-
Provo Daily Herald 1909-
Salt Lake Tribune 1871-
Times London 1785-
Wall Street Journal 1889-
Washington Post 1972-

9. General Periodicals

The library has a selection policy of purchasing all periodicals indexes by Readers Guide, and the Social Science and Humanities Index. The library is precently processing

the new periodicals added by the division of Social Science and Humanities Index into the Social Science Index, and the Humanities Index. The library has approximately 3,300 05 and 06 general periodicals.

10. Directories

BYU collects city directories for Utah State, Logan, Provo, and Utah County, Salt Lake, suburban Salt Lake, Brigham City, Ogden, and sporatic holdings for some cities mostly in surrounding states.

B. The General Reference collection is weeded and inventoried about once every two years. The next inventory will be before August 1976 and entry into the new library addition.

C. During the last year there has been an unexpected increase in the publication of major and important reference materials, particularly in the area of large collected biographical dictionaries representing most countries of the world and all states within the United States. The same appears to be true for current publication in subject areas such as American Women, American Negro, etc. The library is able to purchase the major single volume reference works that are published but lack the funds to buy the very expensive major sets. The library lacks many of the G. H. Hall publications. It is strong in selection of dictionaries of biography throughout the United States. Its biographical collection is weak for foreign notables and individual states of the United States. The library purchases most of the important general literature and biographical monographs as soon as their importance in literature is apparent.

Physical Sciences

Included under the heading "Physical Sciences" are the following subject areas: mathematics, chemistry, physics, astronomy, and geology.

As of September 1, 1975, the BYU Library collection of books in the physical sciences numbered 55,393. This does not include biographies of scientists. The bound periodicals totaled 25,784; and the micro materials 1,848.

A. Geology, Paleontology, Mineralogy

1. Geological Survey Reports

Present holdings and acquisitions are good. Library has the publications from the U.S. Geological Survey, Canadian Geological Survey, and many of the state geological surveys.

2. Geological Maps

Library is a depository for topographical maps of the USGS from all the states, and now has 39,041 of them. Miscellaneous maps number 4,800; and sheet maps, 93,481. Library is also a depository for the U.S. Army maps. The map collection is very good.

3. University Geological Publications

Library is receiving many of the university geological publications, especially from the western states.

4. Periodicals and Society Publications

Library subscribes to 170 periodicals. Since 1968, the library has added many past volumes of journals to the collection.

5. Number of volumes in Geology, Paleontology, and Mineralogy

Books - 16,339 Micro Materials - 385
Bound Periodicals - 3,816

The BYU present holdings were checked against the "essential works" of A Basic Collection for Scientific and Technical Libraries, by Effie B. Lunsford, published by Special Libraries Association in 1971. Of the 95 titles listed in the field of geology, the library has 83 or 87%.

B. Mathematics

1. Periodicals and Society Publications

Library subscribes to 158 periodicals, including some published by societies. Library has all publications of the American Mathematical Society, the Mathematical Association of America, the London Mathematical Society, the Canadian Mathematical Society, and the Australian Mathematical Society.

2. Encyclopedias and Monumental Works

Encyklopadie der Mathematischen Wissenschaften
Mathematische Worterbuch
Bourbaki, Nicolas - Elements d'Mathematics, and
English edition - Princeton Mathematical Series
Ergebnisse der angewandten mathematick Die
Grundlehren der Mathematischen Wissenschcften

3. Collected works of Mathematicians

Library has a high percentage of the collected works of:

James R. Newman	Richard Von Mises
Isaac Newton	John Von Neuman
Norbert Wiener	

4. Special Fields of Interest

Algebra	Functional Analysis
Applied Mathematics	Partial Differential
Topology	Equations

5. Total Volumes in Mathematics

Books - 9,546 Micro Materials - 49
Bound Periodicals - 4,199

Of the 164 "essential works" in the mathematics bibliography compiled by Lunsford, the BYU Library has 103 or 63%.

C. General Science

1. Periodicals, Society, and Museum Publications

Library subscribes to 216 periodicals and receives many other publications of societies and museums in general science.

2. History of Science

Since courses in the History of Science began in 1966, a serious effort has been made to improve this area of the book collection. A 600 title collection was added in 1968, which filled in many gaps. The Library subscribes to most of the major journals for history of science.

3. Number of Volumes in General Science

Books - 9,970 Micro Materials - 660
Bound Periodicals - 5,678

D. Physics

1. Periodicals and Society Publications

Library subscribes to 159 periodicals, including periodicals published by societies. Since 1968, the Library has added many Russian translations and some Japanese.

2. Monumental Sets

Handbuch der Physick
Encyclopaedic Dictionary of Physics
International Critical Talbes

3. Special Fields of Interest

High Pressure	Space Physics
Acoustics	X-Rays
Mossbauer Effect	Atmospheric Physics
Spectroscopy	Low Energy Nuclear Physics
Solic State	

4. Number of Volumes in Physics

Books - 8,620 Micro Materials - 0
Bound Periodicals - 5,307

Of the 157 "essential works" in the physics bibliography compiled by Lunsford, the BYU Library has 119 or 75%.

E. Chemistry

1. Periodicals and Society Publications

Library subscribes to 160 periodicals. Publications from numerous other societies are received. Holdings include all the major abstracts and indexes.

2. Monumental Sets and Encyclopedias

Beilsterns - Organische Chemie
Gmelins - Handbuch der anorganischen chemie

081

Landolt - Bornstein
Inorganic Systhesis
Organic Reactions
Rudd - Chemistry of Carbon Compounds
Clark - Encyclopedia of Chemistry

3. Special Fields of Interest

Organic Chemistry	BioChemistry
Physical Chemistry	Theoretical and analytical Chemistry

4. Number of Volumes in Chemistry

Books - 8,489 Micro Materials - 957
Bound Periodicals - 8,168

Of the 139 "essential works" in the chemistry bibliography compiled by Lunsford, the BYU Library has 99, or 71%.

F. Astronomy

1. Periodicals and Society Publications

Library subscribes to 49 periodicals and receives many society publications. Since 1968, the library has made progress in filling in back volumes of periodicals.

2. Monumental Sets

Handbuch der Physick (which includes several volumes in astrophysics)
The Solar System, edited by Middlehurst and Kuipen
Stars and Stellar Systems

3. Nautical Almanacs

American Epdemeris and Nautical Almanac

4. Publications of Observatories

Library is receiving contributions from the major American observatories, and on exchange from several foreign ones.

5. Astronomical Maps and Atlases

Library has good coverage; including Bonner Durchmusterung Charts and Catalog, Henry Draper Catalog, Smithsonian Astrophysical Observatory Catalog, Vehrenburg Sternatlas, Catalog of Bright Stars, Palomar Sky Survey, and parallex and radial velocity catalogs.

6. Special Fields of Interest

Intrinsic Varialbe Stars
Eclipsing Binery Stars
Multicolor, narrow-band Photometry
Celestial Mechanics
Galactic Structure
Stellar Evolution

7. Number of Volumes in Astronomy

Books - 3,746 Micro Materials - 1
Bound Periodicals - 1,162

Technology Collection

Included under the heading "Technology" are the following subject areas: chemical engineering, civil engineering, electrical engineering, mechanical engineering, industrial education, technology, statistics, and computer science.

As of September 1, 1975, the BYU Library collection of books in technology numbered 31,175, exclusive of bibliographies. The bound periodicals totaled 15,521 and micro materials, 8,810.

A. Technology

1. Periodicals and Society Publications

Library has very good coverage subscribing to 1,105 periodicals, plus many technical society publications. Library has excellent coverage among the English language journals and is adding more titles in the foreign field.

2. Number of Volumes in Engineering

Books - 31,175 Micro Materials - 8,810
Bound Periodicals - 15,521

083

3. Percentage of Volumes by Major Engineering Field

a. Chemical Engineering

Of the 139 "essential works" in the chemistry and chemical engineering bibliography compiled by Lunsford, the BYU Library has 99, or 71%.

b. Civil Engineering

Of the 142 "essential works" in the civil engineering bibliography, the BYU Library has 90, or 63%.

c. Electrical Engineering (including Electronic Engineering)

Of the 484 "essential works" in the electrical engineering bibliography, the BYU Library has 317, or 66%.

d. Mechanical Engineering

Of the 157 "essential works" in the mechanical engineering bibliography, the BYU Library has 103, or 65%.

Literature Collection

The 1969 Downs survey of the BYU Library noted that the collection was "strong" in American literature. Since then, the library's standing order program has supplied the collection with virtually every important work in English on American literature published in the United States, Canada, and England. The collection is still strong. The English department, however, feels that the microform American Fiction series based on the Wright bibliographies should be purchased to give us virtually a complete collection of American fiction to 1900.

The Downs report noted that a comparison of our holdings with the Cambridge Bibliography of English Literature showed BYU having only 40% of the items listed. A recent small, but random, sampling of the New Cambridge Bibliography of English Literature showed 65% of the items checked in the collection. The titles lacked were almost always published before 1960. This is obviously the greatest weakness of the English literature collection, and the library needs to acquire more early imprints or reprints.

A comparison of the Selective Bibliography for the Study of English and American Literature by Altick and Wright shows that the library has 91% of the 586 reference sources listed. The collection is also good in literary criticism as shown through a comparison of library holdings with Adelman and Dwokin's The Contemporary Novels, a Checklist of Critical Literature on the British and American Novel Since 1945 and Coleman and Tyler's Drama Criticism, a Checklist of Interpretation since 1940 of English and American Plays. The library has 87% of the 580 volumes indexed on novel criticism and 78% of the 450 volumes on drama criticism. The missing works are, as might be expected, almost exclusively pre-1960 imprints.

BYU American and English literature collections are quite adequate for the needs of the undergraduate curriculum and in most instances for the master's program. However, there are significant gaps for a collection needed to support a doctoral program. Most serious are the gaps in the journal collections. Reprints of many 19th century journals could be obtained.

Folklore Collection

The library's folklore collection is very good. Dr. Wayland D. Hand, Emeritus professor of German and Folklore and former director of the Center for the Study of Comparative Folklore and Mythology at UCLA, visited the Lee Library this past summer and wrote: "I had the opportunity to make a careful study of general works as well as works in specific fields straight across the board. Actually, BYU's collection rates with the better stands of folklore to be found in university libraries across the country." While the library needs back issues of various standard folklore journals, the collection is adequate for undergraduate needs.

Linguistics and English Language Collection

The collection in linguistics and English language seems adequate to meet the needs of the curriculum. A comparison of 100 items from Wawrzyszko's Bibliography of General Linguistics shows the library to have 90% of the titles and 40 of the 50 journals listed. Most of the journals lacked are in foreign languages. The TESL materials are also improving. The library has, for instance, 67% of the journals and 76% of the books listed in Teaching English as an Additional Language, an annotated bibliography.

The library is purchasing materials to support the research work in linguistic studies of South American Indian languages and machine translation.

French Literature Collection

The French collection was checked randomly against Palfrey's A Bibliographical Guide to the Romance Languages and Literatures, 1969. French holdings compared better than any other romance language. French is also as good, or slightly better in some instances, than the German collection. A "Table of French Literature" in The Lincoln Library, 1975 also finds the Lee Library well represented by major French authors of major periods. The one flaw here, a major one, is that there are too many translations in the library's French collection. Original language is imperative for a major university library with a French doctoral program.

Five Year Acquisitions

	Holdings at Year's End	Volumes Added by Year
1969-1970	16,468	2,297
1970-1971	17,491	1,023
1971-1972	18,392	901
1972-1973	18,949	557
1973-1974	20,266	1,317

Percentage increase between 1969 and 1974 = 23%

The Lee Library has recently entered an approval purchase program for titles from France and the "low countries."

German Literature Collection

Bibliographies randomly compared in German literature included Humanities: A Selective Guide (1974), a "Table of German Literature" from the Lincoln Library (1975), and Voight's Books for College Libraries (1967). German is very near French in collection strength. The Downs' Report (1969) credited the collection with 12% of Rassow's Deutsche Geschichte im Uberlich. The collection appears to have improved since Downs but needs to be reexamined using Rassow.

The Lee Library has approval purchase programs in German literature.

Five Year Acquisitions

	Holdings at Year's End	Volumes Added by Year
1969-1970	11,373	1,610
1970-1971	13,955	2,582
1971-1972	16,619	2,664
1972-1973	17,481	862
1973-1974	18,528	1,047

Percentage increase between 1969 and 1974 - 63%

Italian Literature Collection

In a random check of Palfrey's A Bibliographical Guide to the Romance Languages and Literatures, 1969 - the Lee Library is greatly lacking in Italian literature. Although there has been a substantial percentage increase in the past five years it must be noted that the 1969 figure was low enough to be ignored as a significant attempt.

Five Year Acquisitions

	Holdings at Year's End	Volumes Added by Year
1969-1970	1,615	239
1970-1971	1,942	327
1971-1972	2,054	112
1972-1973	2,485	431
1973-1974	3,139	654

Percentage increase between 1969 and 1974 = 94%

Classical-Russian and Other Literatures

The main languages included here (870-899) are the classical languages and Russian. Bibliographies randomly compared with holdings included "Tables of Literature" in The Lincoln Library, 1975, Rogers' Humanities: A Selective Guide, 1974, Guide to Russian Reference and Language Aids, 1962 (a Special Libraries Association Publication), and Melvin Voight's Books for College Libraries, 1967. The Lee Library is adequate considering the relative size of the university's Classics and Russian literature programs.

Five Year Acquisitions

	Holdings at Year's End	Volumes Added by Year
1969-1970	11,665	1,182
1970-1971	12,923	1,258
1971-1972	13,820	897
1972-1973	14,743	923
1973-1974	16,104	1,361

Percentage increase between 1969 and 1974 = 38%

Library Science

The collections available to the library school are on the whole adequate to meet the needs of the master's program. The number of library science journals (020's) has increased from 239 in 1968 to 475 in 1975 and the library science books collection has grown from 2,300 titles to over 5,000 in the same period. In addition, over 1,500 books and 86 journals on printing, printing history and the history of the book (655's) are available in the library. The Lee Library also maintains a curriculum collection of 8,000 selected children's and young adult books in addition to a historical collection of children's literature of 12,000 volumes.

A comparison of the collection with the bibliographies published in six basic texts used in the core library science courses showed that in 1974 the library had 79% of the titles listed. However, if one text on cataloging published in 1943, and for which we had only 45% of the titles listed, had been eliminated, the library would have had 86% of 734 titles.

With our blanket order program and publisher standing orders, the library is receiving virtually every significant item published in English in the U.S., Canada, and England about librarianship throughout the world.

A survey of the library school students in March of 1975 showed that 78% considered the collection satisfactory to excellent. The complaints that were made concerned journals to which the library does not subscribe and missing volumes. Some of the more theoretical works on information retrieval are also lacking, although for the present needs of the students the collection is probably adequate. Although limited in early o.p. imprints that might be useful for faculty research, the collection is quite adequate for most masters

students. While the library is weak in international library journals, particularly those in English, the recent purchase of the Hans Sallander collection of 1500 volumes containing the histories of virtually every major European library, numerous works on the history of the book, printing and book publishing, and several complete runs of European library journals should provide good support for studies in international librarianship.

PP. 27-32 omitted

Summary of Collection Development p.33

In spite of the large percentage increase in monographs, periodicals and subscriptions during the past five years, the library obviously cannot meet all the demands for present or future research programs.

The survey of collections indicates that the library is adequately meeting the needs of undergraduate students. Attempts are being made to build to strength in selected areas and through cooperative programs with the Utah College Library Council, to meet the basic research needs of many of BYU's master students and a number of Ph. D. candidates. It is evident to all that collections will not be comprehensive in all areas. The library will need to turn to interlibrary loan, or encourage graduate students and scholars to travel to collections which have been built in greater depth in some aspects of their research.

One of the major challenges that will confront the library in the future will be the optimum use of the materials budget made available. The University Administration has demonstrated its commitment to increase the library holdings not only in quality but also in quantity through a number of support plans. One should particularly note that surplus university funds from other projects have been alloted to the library at the end of each budget period to acquire collections en bloc, periodicals, manuscripts, and other materials.

ASSESSMENT FOR SERIALS CUTBACK

THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

Robert Manning Strozier Library

MEMORANDUM

4 June 1975

TO: Departmental Library Liason Persons

FROM: Mable Stafford, Chairman, Serials Selection Committee

RE: Review of periodical and serials collection

As noted in the memorandum of March 7th there is an urgent need to re-evaluate current periodical and serial subscriptions, principally because of the rising cost of publications, inadequate funding to fill the numerous requests for new subscriptions, and the "no growth" attitude prevailing within the State University System.

The attached list (2 copies) of current subscriptions has been prepared to make possible your Department's participation in the assessment. It includes not only titles charged to your library allocation (those with asterisks) but other titles which may be related to your Department's programs. Please consider each title and each copy of each title in relation to the curriculum of your Department, assigning to each a number from the table below as representing your Department's feeling about the disposition of the title. Place the number to the left of the entry.

1. Essential that it be held locally
2. Recommend that it be held locally
3. Access via interlibrary loan or photocopy adequate: cancellation recommended
4. Microfilm edition could replace bound volumes
5. Current issues adequate: binding not recommended
6. No basis for judgement

The Committee would appreciate your report by the end of the quarter, June 13th, or as soon thereafter as possible. One copy is for your Department to keep and one to be returned to the Library using the enclosed address label. Intentions are to provide such a list for informational purposes twice a year. Any questions regarding this list may be referred to me in the Serials Division of the Library, 644-5268.

Your continued support, interest and assistance is essential in building a quality research collection which will meet the needs of Florida State University.

MS/jfj

THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

Robert Manning Strozier Library

MEMORANDUM October 8, 1975

TO: Dr. George Macesich, Director, Slavic & East European Center

FROM: Mable Stafford, Chairman, Serials Selection Committee

RE: Review of periodical and serials collection

Dear Dr. Macesich:

We appreciate very much your response to the serials and periodical evaluations during the summer. We have pooled and studied the various responses and are now asking you for further assistance. Enclosed are two lists of titles. Most of the titles on List No.1 did not appear on the Slavic and East European Center list which you evaluated. These titles have been recommended for cancellation. If you feel that these titles should not be cancelled and would be willing to support their continuation from your library allocation, please so mark and return the list.

The titles on List No.2 appeared on the departmental list which you evaluated during the summer. Cancellation has been recommended for these titles. Before proceeding with cancellations we would appreciate your reviewing the list and striking through any titles which you feel must be held locally as opposed to being available from the Center for Research Libraries or through interlibrary loan.

Immediate attention would be appreciated since renewal invoices for 1976 are arriving each day. If you need any additional information please phone 4-5268.

091

BEST COPY

SAMPLE PAGE

List # 1 - Continuation with allocation transfer or cancellation

CONTROL NUMBER	TITLE & CALL #	PRICE
000640	Absees: Soviet and East Eur. Abstracts Series. Soc-Z-6956-R9-A2	18.00
012960	Acta Oeconomica. 330.5-A188	28.80
117000	Balkan Studies. 949.6005-B168	9.35
117320	Bancni Vestnik. 330.5-B213	14.65
121360	Belgrad. Institut za Spoljnu Trgovinu. Godisnji Pregled Prevede. Soc-HF-37-Y884	3.95
? 173840	Canadian Slavonic Papers. Hum-PG-6-C3	12.72
No 236800	Czechoslovak Economic Papers. 330.5-C998	20.85
257520	Eastern European Economics. 330.5-E131	70.00
No 258560	Economia E Storia. 330.5-E191	19.80
NO 267040	Ekonomika Radians'Koi Ukraihy. 330.5-E364	8.60
267120	Ekonomist. 330.5-E36	31.25
267200	Ekonomska Analiza. 330.5-E362	3.40
267360	Ekonomska Revija. 330.5-E365	15.00
267440	Ekonomski Pregled. 330.5-E3642	11.25
? 279760	Etudes Slaves CT Est-Europeenes. Soc-DK-1-E8 (comes with Canadian Slavonic Papers)	.00
296400	Finansije. 330.5-F4915	7.00

We would like to keep the Marked (V) titles.

CENTER FOR ... STUDIES
RESEARCH AND ...

092

Robert Manning Strozier Library The Florida State University
Tallahassee, Florida 32306

May 10, 1976

M E M O R A N D U M

TO:

FROM: Serials Selection Committee
Mable Stafford, Chairman

RE: Serial and periodical subscriptions

There has been much concern, both on the part of the faculty and library staff, about the increasing proportion of the library budget being spent for serial and periodical subscriptions. Because of this concern and the uncertainty of future funding, a "moratorium" on new subscriptions has been in effect since October 1974. Last summer your department participated in a reassessment of current subscriptions, following which titles, representing charged to your allocation were cancelled. The Center for Research Libraries, upon being advised of the 1975 cancellations, entered orders for many of the titles and will provide free photocopies of requested articles through Interlibrary Loan.

Enclosed are photocopies of the accumulated order requests from your Department. It may be possible that a limited number of orders can be placed in the near future. Assuming that possibility, please scrutinize each request and indicate your priorities. The Committee would appreciate your response by May 31, as it will help us make realistic decisions which will more closely meet the needs of your department. Obviously, we are assuming an increase in the book budget will occur.

In order to acquire new journal titles, continuous evaluation of subscriptions is necessary. This may result in lesser used titles being cancelled. Enclosed is also an updated Departmental Subscription Listing containing titles related to your department's programs which will aid you in a continuous evaluation. An asterisk in the right margin indicates the title is charged to your departmental allocation. The serials encumbrance for your department is percent of the allocation.

If you have questions, please phone me at (64)4-5268.

BEST COPY

CHECK APPROPRIATE RATING

1. Essential
2. Highly recommended
3. Recommended
4. Optional
5. Not recommended at this time

SAMPLE PAGE

1. Essential
2. Highly recommended
3. Recommended X
4. Optional
5. Not recommended at this time

BARY
Est. Jo-Mar 1974
FUND
Fichter
kshop. Rochester, N.Y.
1, 1972-
17607
10/4r
Date Price $ 10.00
No. Vols. No. Copies
Cat. No.
Approved By Q. R. Smith
Be Made on Reverse Side

CHECK APPROPRIATE RATING

1. Essential
2. Highly recommended
3. Recommended
4. Optional
5. Not recommended at this time

TITLE: Art spectrum..
Lugano, Switzerland. 1, 1975-

PUBLISHER: Art Spectrum
Via Maraini 17-A.
Lugano, Switzerland

COST: $30.00

BEGIN WITH:

RECOMMENDED BY: Draper

BACKFILES:

LIB. HAS: v. 1, #2
CALL NO.:

ORDERED:

CLAIMED:

VERIFIED: publication

BILLING:

FREQUENCY: monthly except Je, Jl, Aug, Dec.

FUND: Art

1. Essential
2. Highly recommended X
3. Recommended
4. Optional
5. Not recommended at this time

ART SPECTRUM.

094

ASSESSMENT FOR NEW GRADUATE PROGRAM

UNIVERSITY OF CALIFORNIA AT DAVIS

May 22, 1973

Richard N. Schwab, Chairman
Academic Senate Library Committee
History Department
158 Voorhies Hall
Campus

Re: Evaluation of library resources required to support a proposed doctoral program in clinical psychology

The resources of the Main Library and the Health Sciences Library are adequate to support a doctoral program in clinical psychology without the need for additional book funds in 1973/74. The campus' holdings related to the program are in excess of 22,000 volumes including materials in the closely allied fields of cultural anthropology and sociology. The General Library alone had holdings of over 17,800 volumes in these fields as of October, 1970, of which over 6,500 volumes were in psychology alone. As of May 1, 1973, Health Sciences Library had a total of approximately 3,300 monographs primarily in psychiatry and clinical psychology. The Health Sciences Library also has duplicate copies of important works in psychology and sociology of direct relevance to the program of the School of Medicine.

The Library's journal holdings in fields considered directly relevant to the proposed program are quite good and readily available on the Davis campus. The General and Health Sciences Libraries hold 410 of the approximately 750 titles normally covered by Psychological abstracts as of December, 1972. The Health Sciences Library has of the titles regularly indexed by Index Medicus in 1972, 92 out of 106 titles listed under psychiatry, 53 out of 66 titles listed under psychology, and 2 out of 2 titles listed under hypnosis. In addition, the Library has almost complete runs of all of the major indexes and abstract services covering psychology and related fields. Some of the more important titles received include: Bulletin signaletique, Child Development Abstracts, Education Index, Index Medicus, Psychological Abstracts and the Behavior and Physiology Index.

The campus' holdings of monographic materials in psychology are not exhaustive. The titles that we do have, however, have been systematically selected from reputable bibliographic sources, such as the Harvard List of Books in Psychology, the Columbia University Author Index to the Psychological Index and Grinstein's Index of Psychoanalytic Writings. A recent spot check of the Library's monographic holdings specifically related to clinical psychology listed in the end-of-chapter bibliographies in The Clinical psychologist; background, roles and functions edited by Bernard Lubin and Eugene E. Levitt in 1967 revealed that we had over 80% of the monographic titles cited including many of the important retrospective titles.

BEST COPY

BEST COPY

The Graduate Council and the Research and Development Office, however, must take into account that the continued ability of the Library to support the doctoral program in clinical psychology will require maintenance of approximately the present level of support for both the General and Health Sciences Libraries. If the funds available for the purchase of library materials for both of these libraries continue to be eroded away by inflation and/or devaluation, the ability of the Library to support the proposed new program and the campus' current teaching and research programs will be seriously hampered. It is essential that there be some prospect of additional funding to offset the effects of inflation if the Library is to meet the campus' present library resource requirements. It should be pointed out that the Library found it necessary to reassign approximately $11,000 in Health Sciences Library book funds to other accounts in order to permit the Health Sciences Library to maintain the current hours of service for the Sacramento Medical Center Library and to meet some of the minimal workload increases projected for the entire Health Sciences Library operations for 1973/74.

Nelson A. Piper
Assistant University Librarian

NAP/ia

cc: David Jacobson
Marjan Merala
Vernon Lust

Index

I.	Introduction	p. 1
II.	Aims and Objectives	p. 1
III.	Brief History of the Development of Clinical Psychology as a Discipline	p. 3
IV.	Faculty Resources	p. 5
	Figure I--Faculty	
V.	Need	p.13
VI.	Program	p.19
	Figure II--Proposed Graduate Curriculum in Psychology	
VII.	Relationship of Master's and Doctor's Programs	p.25
VIII.	Faculty and Budget	p.25
IX.	Equipment and Facilities	p.28
X.	Library	p.28
XI.	Changes in Senate Regulations	p.28

Appendix A--Curriculum Vitae

Appendix B--Letter from Bob Sommer of the Psychology Department

Appendix C--Course Descriptions

Appendix D--UC News Clip Sheet

Proposal for a Ph.D. Program

of Graduate Studies in

Clinical Psychology

University of California, Davis

March 1973

BEST COPY

IX. Equipment and Facilities

Although space is scarce, all of our present faculty have office space in the Mental Health buildings in Davis or Sacramento. A student meeting room will available in Davis. Addition space for students will be available with the construction of the new Medical Sciences building.

An adequate supply of tape recorders, psychological tests and video tape equipment is presently available. Films and other teaching equipment presently used for medical students, interns and residents will be used.

X. Library Facilities

An analysis of the available and projected library facilities for the support of this program has been requested from the librarian and will be forthcoming.

XI. Changes in Senate Regulations

No changes in Senate regulations at the Divisional level or in the Legislative Assembly will be required.

098

BEST COPY